



Anchorage School District

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# **Certificated Employee Evaluation Document**

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**AEA Bargaining Unit**

Revised August 2005

Updates and changes may be found in a copy of this document posted on the web.

## Statement of Non-Discrimination

It is the policy of the Anchorage School District to provide equal educational and employment opportunities, and to provide services and benefits to all students and employees without regard to race, color, religion, disability, national origin, gender, marital status, change in marital status, pregnancy, parenthood or other prohibitions.

This policy of the Anchorage School District is consistent with numerous laws, regulations, and executive orders enforced by various federal, state, and municipal agencies, including but not limited to Section 504, Executive Order 11246, Title 41 (part 60-1, 60-2, 60-3, 60-20), Title VI and VII of the 1964 Civil Rights Act, and Title IX of the Education Amendments Act of 1972. Inquiries or complaints may be addressed to the School District Equal Employment Opportunity Office, the Alaska State Commission for Human Rights, the Anchorage Equal Rights Commission, or the Director of the Office for Civil Rights, the Department of Education or the Department of Health and Human Services. Grievance procedures for student and employee concerns have been established by the Anchorage School District. For more information, contact: Director of EEO, P.O. Box 196614, Anchorage, AK 99519-6614 (907) 742-4132.



**Anchorage School District Mission:** To educate all students for success in life.  
**2004–2005 Ongoing Overall Goals**

Increase student **academic achievement** using data to guide adoption of curriculum, methods, materials, and professional development specifically designed to ensure that each group as designated by No Child Left Behind and the Quality Schools Initiative makes adequate yearly progress.

Establish and maintain a **supportive and effective learning environment** by

- providing safe, caring, barrier-free schools,
- promoting health and wellness,
- continuing to retain, recruit and train highly qualified staff,
- challenging each student academically,
- maximizing opportunities for lifelong learning,
- offering reinforcing extracurricular activities, and
- collaborating with other community agencies to maximize opportunities for lifelong learning

Ensure **public accountability** through

- continued participation in the State and Federal required testing programs,
- continued preparation and publication of the Profile of Performance, budget basics, and budget and bond summaries,
- effective consultation with community to ensure wise use of financial resources and responsible construction and maintenance of facilities, and
- effective communication with students, staff, parents, community and government at all levels.

**Measurable Achievement Goals**

We, the Anchorage School Board, Superintendent and District staff commit that:

1. Students will demonstrate increased academic achievement as indicated by improved performance on State measures of academic performance. Students will meet the State defined Annual Measurable Objective (AMO).

Indicators:

- a. The percentage of students scoring proficient or above in each designated group will increase by at least ten percent of the difference between the previous year's percent proficient for that group and 100 percent.
- b. The percentage of students in each designated group in the advanced proficient category will increase by at least 5 percent over a two- year period.

Performance will be assessed on:

- a. Alaska Standards Based Assessment (Grades 3-9)
- b. Alaska High School Graduation Qualifying Exam

These various assessments will provide information on the status of student group performance for each school at grade levels three through ten. Results will also be provided on students in grades eleven and twelve who have not yet passed the Alaska High School Graduation Qualifying Exam.

Performance by students in grades 5 and 7 on the Terra Nova will be reported though these scores are no longer included in the determination of adequate yearly progress.

Note: The State defined AMO for 2003-2004 Language Arts was 64.03 and Math was 54.86. The State defined AMO for 2004-2005 will be Language Arts 70.03 and Math is 62.83.

2. A higher percentage of students in each group at each school will master basic skills and strategies to read independently by the end of the third grade.

Indicators:

- a. Over a two year period, there will be an increase of at least five percent of students in each designated group demonstrating proficiency or higher on the reading portion of the grade three Alaska Benchmark Reading Exam.
- b. Over a two year period, there will be an increase of at least five percent of students demonstrating proficiency or higher as measured by the District assessment of student reading.

# EMPLOYEE EVALUATION

## Sec. 4 AS 14.20.149

### Sec. 14.20.149 EMPLOYEE EVALUATION.

(a) A school board shall adopt by July 1, 1997, a certificated employee evaluation system for the evaluation and improvement of the performance of the district's teachers and administrators. The evaluation system applies to all the district's certificated employees except the district's superintendent. A school board shall consider information from students, parents, community members, classroom teacher, affected bargaining units, and administrators in the design and periodic review of the district's certificated employee evaluation system. An evaluation of a certificated employee under this section must be based on observations of the employee in the employee's workplace.

(b) The certificated employee evaluation system must

- (1) establish district performance standards for the district's teachers and administrators that are based on professional performance standards adopted by the department by regulation;
  - (2) require at least two observations for the evaluation of each non-tenured employee in the district each school year;
  - (3) require at least an annual evaluation of each tenured teacher in the district who met the district performance standards during the previous school year;
  - (4) permit the district to limit its evaluations of tenured teachers who have consistently exceeded the district performance standards to one evaluation every two school years;
  - (5) require the district to perform an annual evaluation for each administrator;
  - (6) require the school district to prepare and implement a plan of improvement for a teacher or administrator whose performance did not meet the district performance standards, except if the teacher's or administrator's performance warrants immediate dismissal under AS 14.20.170(a); and
  - (7) provide an opportunity for students, parents, community members, teachers and administrators to provide information on the performance of the teacher or administrator who is subject of the evaluation to the evaluating administrator.
- (c) A person may not conduct an evaluation under this section unless the person holds a type B certificate or is a site administrator under the supervision of a person with the type B certificate, is employed by the school district as an administrator and has completed training in the use of the school district's evaluation system.
- (d) Once each school year, a school district shall offer in-service training to the certificated employees who are subject to the evaluation system. The training must address the procedures of the evaluation system, the standards that the district uses in evaluating the performance of teachers and administrators, and other information that

the district considers helpful.

- (e) A school district shall provide a tenured teacher whose performance, after evaluation, did not meet the district performance standards with a plan of improvement. The evaluating administrator shall consult with the tenured teacher in setting clear, specific performance expectations to be included in the plan of improvement. The plan of improvement must address ways in which the tenured teacher's performance can be improved and shall last for not less than 90 work days and not more than 180 work days unless the minimum time is shortened by agreement between the evaluating administrator and the teacher. The plan of improvement shall be based on the professional performance standards outlined in the locally adopted school district evaluation procedure. The school district must observe the teacher at least twice during the course of the plan. If, at the conclusion of the plan, the tenured teacher's performance again does not meet the district performance standards. The district may non retain the teacher under AS 14.20.175(b) (1).
- (f) A school district may place an administrator who has previously acquired tenure, whose performance, including performance as an evaluator under the district's certificated employee evaluation system, does not meet the district performance standards on a plan of improvement. The plan must address ways in which the administrator's performance can be improved and shall last for not less than 90 work days and not more than 210 work days unless the minimum time is shortened by agreement between the evaluating administrator and the administrator being evaluated. The school district must observe the administrator being observed at least twice during the course of the plan. If, at the conclusion of the plan of improvement, the administrator's performance again does not meet the district performance standards, the district may terminate its employment contract with the administrator. This subsection does not restrict the right of a school district to reassign an administrator to a teaching position consistent with the terms of an applicable collective bargaining agreement.
- (g) The department may request copies of each school district's certificated employee evaluation system and changes the district makes to the systems.
- (h) Information provided to a school district under the school district's certificated employee evaluation system concerning the performance of an individual being evaluated under the system is not public record, and is not subject to disclosure under AS09.25. However, the individual who is the subject of the evaluation is entitled to a copy of the information and may waive the confidentiality provisions of this subsection concerning the information.

**Anchorage School District**

# Certificated Employee Evaluation Process

The mission of the Anchorage School District is to educate students for success in life. The importance of a competent and professional staff in achieving this mission is obvious. Therefore, a routine evaluation of educators will occur to ensure that standards adopted by the School Board are demonstrated so that students receive the best education possible.

The goal of the evaluation process is the improvement of teaching and increased student performance. The report forms used are intended to encourage educators and principals to work together, specifically to help students learn. Educators who meet established district standards will be given the latitude to choose the type of evaluation process in which they will participate in subsequent years, in collaboration with peers and the designated administrator, on a multi-year cycle. Teachers who need professional support to meet the standards will have available to them resources that provide this support. Resources may be provided through mentorship and training opportunities. Teachers who cannot meet established performance standards in a timely manner will be required to complete a formal Plan of Improvement. Failure to meet satisfactorily the requirements of the plan could lead to non-retention.

The evaluation process is built upon the standards of performance expected of all district educators. The standards demand excellence. It is not expected that all educators will necessarily meet them in the initial year of implementation. However, once the standard is reached, the educator will pursue alternative evaluation procedures for two years, returning to the "short form" in the fourth year, assuming no change in performance. Teachers, students, parents and community members will be given input avenues to the evaluation process. These avenues will be both formal and informal.

The certificated evaluation procedures were jointly developed by AEA, APA and district representatives. Contact your principal/supervisor, the AEA evaluation committee members or central office for clarification of any questions you might have.

## I. PURPOSE

The primary purpose of the Anchorage School District educator performance evaluation system is the improvement of performance through:

- defining educator performance standards against which performance can be measured;
- identification and correction of unacceptable performance;
- focusing administrative attention to areas of greatest need;
- providing a variety of evaluation options, tailored to individual circumstances, and school needs;
- supporting school action planning and instructional goals;
- inviting input from peers, parents, and students regarding performance;
- promotion of professional growth of educators;
- support for educators as members of school and community teams working toward common goals;
- providing an appropriate cycle of review which may or may not be annual.

## II. BARGAINING UNIT LANGUAGE

### AEA

#### 464 EVALUATION PROCEDURE

A. Teachers will be evaluated annually in accordance with the District's evaluation procedure and the requirements of State Law and the Regulations of the Department of Education and Early Development.

B. The schedule for evaluations shall be as follows (unless mutually agreed otherwise in writing by evaluator and evaluatee):

1. Non-tenured teachers shall receive a minimum of two formal written observations, with pre and post-observation conferences. The evaluation shall be completed no later than February 15. Such evaluations may contain Plans for Improvement which extend until May 15, in order to provide maximum opportunity for retention;
2. The evaluation of tenured teachers shall be completed no later than May 15. Evaluations which express concerns with teacher performance shall be based on a minimum of two formal written observations;
3. Teachers will be given the opportunity to evaluate their immediate supervisor, using a form developed by the District that includes a section for open comments. Participation in these evaluations by the teacher is at the teacher's option and must be completed no later than May 15.

C. The evaluation of teachers shall include the following:

1. District-approved teacher evaluation documents will be used for both tenured and non-tenured teachers.
2. The evaluation must clearly indicate when information other than specific observations by the evaluator has been used and clearly identify the

source of the information;

3. An acknowledgment of content signed by both the evaluator and the evaluatee must appear on evaluations. Acknowledgment by the evaluatee does not imply concurrence with the evaluation contents. The evaluatee must be informed of the right to review the written evaluation prior to final submission and comment in writing on any matter contained in it. Following receipt of the written evaluation, a period of 10 calendar days shall be allowed for the evaluatee to respond in writing to the evaluation. Such response will be placed in the evaluatee comments section of the document or attached to it if space does not permit. Written comments or a challenge of the evaluation must be made before the evaluation document is signed. The evaluatee waives the right to written comments if not exercised within 10 calendar days. The fact that the evaluatee exercises the right to comment on the evaluation in the manner described may not be used against the evaluatee.

4. A teacher has the right to request one additional written observation by a mutually acceptable different evaluator;

5. All observation and evaluation documents are confidential (4 AAC 19.040). Unless mutually agreed otherwise by both the teacher and the District, no portion of an evaluation may be made public, except as evidence in a proceeding relative to a teacher's certification or employment, or as otherwise allowed or required by a court of law;

6. For evaluations to be useful, principals must be free to express performance concerns candidly. Furthermore, it is expected that principals will share performance concerns as they arise, in order to provide an informal opportunity for a teacher to address and correct any problems. Teachers may submit written rebuttals to evaluation comments with which they disagree.

7. The District, in meeting its statutory obligation to provide various stakeholders with an opportunity to offer input into the evaluation of teachers, will work to assure that a full range of such input is secured, in order both to maximize involvement and to insure balanced reporting thereafter. Principals will be expected to keep track of input received and to weigh carefully its significance in promoting excellence in performance.

D. Need for Professional Support

1. Principals may indicate a need for professional support at any time, following at least two observations of the employee within the performance of his/her duties.

2. -An indication of need for professional support is intended to provide the teacher with an opportunity to address performance concerns in a collaborative manner. It is not a necessary precursor to a formal Plan of Improvement.

E. Plans for Improvement

1. If the purpose of an evaluation conference is to place a teacher on a Plan for Improvement, the teacher has the right to request Association representation and shall be given at least 48 hours to obtain such representation.
  2. No teacher shall be placed on a plan for improvement without prior observations by the evaluator. When a teacher is placed on a plan for improvement the following shall be established in writing: the areas needing improvement; the program to be followed which shall include expectations, activities and prescribed time lines; the monitoring system; duration; and the teacher's right to have Association representation. Plans for Improvement shall represent the best efforts of the principal to define expectations, identify performance deficiencies, and recommend activities which may support improvement in teacher performance. The preparation of the Plan for Improvement shall be discussed with the teacher, while completion of the final document is the responsibility of the principal.
- F. With the consent of the affected teacher, a Plan for Improvement will include a request for assistance from a Mentor/Intervention Team, to be submitted to the Association's Instructional and Professional Development Committee.
- G. If a change in the evaluation procedure is to be considered, the Association shall be involved. That involvement will include full opportunity for the Evaluation Committee of the Association to review proposed changes to any part of the evaluation system and to collaborate with District representatives about how best to meet common needs. The Association reserves the right to petition the School Board to intervene in disputes over proposed changes to the evaluation system which cannot be resolved administratively.

### III. SUMMARY OF CERTIFICATED EVALUATION PROCESS

*[Note-this is only a summary. For more complete explanations please refer to the appropriate section within this document.]*

- A. Standards Compliance, Level I: Proficiency Evaluation (tenured and non tenured)
1. All educators will have a proficiency evaluation
  2. Educators must demonstrate proficiency in all areas to access the collaborative models.
- B. Standards Compliance, Level II: Professional Support Evaluation
1. At a minimum, educators who do not meet established performance standards, automatically move to a Level II supportive model in collaboration with their supervisor.
  2. The focus here is on professional growth and development, fostered by support of colleagues and other professional resources.
    - a. Plans at this level may include instructional coaching, training, and specific data collection around areas of deficiencies.
    - b. Stress should be placed on developmentally appropriate instructional practice techniques in identified areas of need.
    - c. Plans may access the collaborative models available to proficient educators but emphasis of plan must focus on identified areas of need.
3. If standards are still not met, a formal plan of improvement will be constructed with specific timelines and a clear letter of warning that failure to satisfy the requirements of the plan may result in loss of employment.
- C. Standards Compliance, Level III: Plan of Improvement
1. In the event an educator is unable to meet performance standards, a formal plan of improvement will be developed and administered in compliance with identified contractual and statutory procedures.
  2. Educators may move directly to a plan of improvement or recommendation for termination if substantial evidence exists that such action is warranted. The duration of an improvement plan for tenured teachers shall be no less than 90 and no more than 180 work days.
- D. Alternative Evaluation Processes (Non-focused Process)
1. Tenured educators meeting standards are non-focused for a two year period, unless moved to a focused process by the supervising administrator.
  2. Educators, in collaboration with the supervisor, will select each year a model for collaborative and self-directed evaluation. The models are:
    - a. **Collaborative Professional Portfolio**  
Through thoughtful and purposeful collection of classroom and professional artifacts, the educator will be able to demonstrate, describe and document individual success, in specific performance standards.
    - b. **Study Group**  
This model strengthens skills in a collaborative process that has positive impact on student achievement. Established groups engage in a professional development process that reaffirms commonly-held beliefs through collegial reflection, individual goal setting and student-centered activities and expands content knowledge and instructional practice.
    - c. **Project-Based Learning**  
This model requires educators to design and execute a project (or projects) that addresses teacher performance standards. Educators study their work and demonstrate, through the project, the essential characteristics of their practice.
    - d. **Action Research**  
This model provides educators with a structure for systemic, collaborative research to improve their practice and ultimately student performance.

3. All models will address or incorporate:
    - a. Activities that reflect district or site-based goals;
    - b. Student achievement/performance;
    - c. Adopted standards;
    - d. Parent and student input;
    - e. Collegial discussion/input;
    - f. Professional development;
    - g. Teacher-directed evaluation through collaboration.
  4. At any time in the two year process that it is brought to the principal's attention through personal observation, parent, student, or staff complaints, that there is a change in the performance level of the educator, a compliance with standards evaluation will be initiated by the supervisor.
- E. Classroom Observations
1. Standards Compliance Evaluations: Educators shall receive a minimum of two formal written observations annually. These observations shall include a pre and post observation conference to discuss the lesson observed.
  2. Alternative Evaluation Models: Educator observations and conferences will occur informally and collegially throughout the year. Minimally, there will be a conference at the beginning and end of the year to discuss the selected model, focus, and programs.
- F. Teacher, Parent, and Student Input
1. All teachers, parents, and students will be given the opportunity to provide input to the supervisor regarding the educator's performance.
  2. Input will be invited annually.
  3. The district will develop a form to be distributed by all schools to parents and teachers. In addition, educators may solicit input on their own as part of a self-improvement effort.
  4. Procedure for student input will be as follows:
    - a. Surveys will be distributed by the teacher on a schedule established by the district.
    - b. A student will be designated to collect the forms and return them to the principal's office.
    - c. Forms will be scanned by the district with a final report given to the principal/supervisor for review prior to completion of the evaluation.
    - d. Two surveys will be developed for student use, Third grade through sixth grade and seventh through twelfth grade.
    - e. Surveys will be coded to ensure that information received is properly assigned to the educator being evaluated.
    - f. Student surveys will be confidential and not personally identifiable.
  5. Procedure for parent and community input will be as follows;
    - a. A district-wide survey will be made available to parents of all students enrolled in the Anchorage School District. Community input forms will be available at all school sites and the Administration Building.
    - b. Surveys will be distributed in accordance with an annual district plan. Both written and scantron surveys will be acceptable methods of acquiring input.
    - c. Forms will be scanned by the district with a final report given to the principal/supervisor for review prior to educator evaluation completion.
    - d. Surveys will be coded to ensure that information received is properly assigned to the educator being evaluated.
    - e. Parent surveys will be confidential and not personally identifiable.
    - f. Parents will also have the opportunity to provide ongoing feedback through parent teacher conferences, citizen complaint forms, and conferences with the supervisor whenever the parent determines a need to discuss concerns. Information generated through these process will be personally identifiable.
6. Procedures for collegial input
- a. A district survey will be available in each school for educators who wish to provide input to the supervisor about the performance of other teachers.
  - b. Forms will be returned to the building principal/supervisor for review prior to educator evaluation completion.
  - c. Collegial review and feedback may be informally received throughout the year.
7. All input will be made available to the principal prior to February 15 for non-tenured educators and May 15 for tenured educators.

Anchorage School District  
CERTIFICATED EMPLOYEE EVALUATION DOCUMENT—AEA

# Standards

January 1997

## Certificated Standards

Teachers are required, as a condition of their employment with the Anchorage School District, to comply with the Code of Ethics of the Professional Teaching Practices Commission.

1. A teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice.

A teacher shall:

- a) engage in thoughtful and critical examination of the teacher's practice with others, including describing the relationship of beliefs about learning, teaching and assessment practice to current trends, strategies and resources in the teaching profession; and
  - b) demonstrate consistency between a teacher's beliefs and the teacher's practice.
2. A teacher understands how students learn and develop, and applies that knowledge in the teacher's practice.

A teacher shall:

- a) accurately identify and teach to the developmental and future instructional needs of students and prepare lesson plans that reflect those identified needs;
  - b) apply learning theory in practice to accommodate differences in how students learn, including accommodating differences in student intelligence, perception and cognitive style;
  - c) incorporate a variety of methods and materials to assist the many learning styles of students;
  - d) check for learner understanding;
  - e) monitor and, if necessary, adjust instruction based on student feedback;
3. A teacher teaches students with respect for their individual and cultural characteristics.

A teacher shall:

resources that are appropriate to the individual and special needs of students; and  
d) promote positive self-concept in students.

4. A teacher knows the teacher's content area and how to teach it.

A teacher shall:

- a) teach the adopted district curriculum as the basic instructional program;
- b) demonstrate thorough knowledge of subjects taught, their tools of inquiry, and central concepts;
- c) draw from a wide variety of teaching materials, including available technology, and apply these to the subjects when preparing required lesson plans in compliance with district curriculum;
- d) apply knowledge of Alaska history, geography, economics, governance, languages, traditional life cycles and current issues to the selection of instructional strategies, materials and resources;
- e) state the objective of each lesson;
- f) demonstrate the subject's relationship with and application to classroom activities, life, work, and community;
- g) clearly present information, using appropriate methods;
- h) maximize teaching and learning time;
- i) relate student activities to lesson objectives;

5. A teacher facilitates, monitors and assesses student learning.

A teacher shall:

- a) create, select, adapt and use a variety of instructional resources which support adopted district curriculum and facilitate student achievement;
- b) strike a balance between dissemination of information, providing for adequate student practice time, and encouraging application of new information to practical problems;
- c) check regularly for students' understanding of content, concept, and provide timely notice of their progress on skills and assignments in order to increase student learning and confidence to learn;
- d) use a variety of assessment methods that provide information about and reinforce student learning, and that assist students in evaluating their own

- progress;
  - e) organize and maintain records on students' learning, and use a variety of methods to timely report on student progress to students, parents, administrators and other appropriate audiences; and
  - f) self-evaluate and adjust teaching practice based on information gained from assessment to facilitate student progress toward learning and district curricular goals for the subject;
6. A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members.
- A teacher shall:
- a) create and foster a stimulating, inclusive and safe learning community in which students take intellectual risks and work both independently and collaboratively;
  - b) establish high standards for student performance and clear expectations of what students will learn and communicate those standards to students and parents; recognize and acknowledge outstanding student performance;
  - c) use questioning strategies that promote learning;
  - d) elicit overt (observable) behavior in all students in order to check for understanding;
  - e) plan and use a variety of classroom management techniques to establish and maintain an environment in which all students are able to learn;
  - f) assist students in understanding their role in sharing responsibility for their learning;
  - g) understand and clearly post district and school discipline policies, classroom rules, and behavior expectations; fairly and consistently enforce class rules and behavior expectations.
7. A teacher works as a partner with parents, families and with the community.
- A teacher shall:
- a) promote and maintain regular and meaningful communication between the classroom and student families;
  - b) establish partnerships with parents and families to support and promote student learning;
  - c) participate in school and district efforts to communicate with the broader community and involve parents and families in student learning;
  - d) connect, through instructional strategies, the school and classroom activities with student homes and cultures, work places and the community; and involve parents and families in setting and monitoring student learning goals.
8. A teacher participates in and contributes to the teaching profession.
- A teacher shall:
- a) maintain a high standard of professional ethics;
  - b) update both knowledge of the teacher's content area(s) and best teaching practice through instructional development activities to improve the quality of or update classroom, school or district programs;
  - c) communicate, work cooperatively and develop professional relationships with colleagues;
  - d) complete lesson plans, reports, records, and requisitions in a professional manner;
  - e) demonstrate proficiency in written and oral communication;
  - f) be receptive to constructive suggestions;
  - g) maintain good grooming and personal care;
  - h) perform non-instructional duties as requested (e.g. recess, hall, detention, study);
  - i) exhibit a positive attitude toward the profession and be flexible and cooperative with colleagues, administrators, parents and students;
  - j) evaluate own performance;
  - k) maintain up-to-date knowledge of district curriculum requirements.

Anchorage School District  
CERTIFICATED EMPLOYEE EVALUATION DOCUMENT—AEA

# General Information

## Training

Training on the evaluation system will be held as an in-service prior to October 1 of each year. The in-service will address the district evaluation procedures, standards used in evaluating the performance of a certificated staff member, and any other information that is considered relevant to the process. To ensure that all employees receive this information in a consistent manner, these in-services will be held in whole school or small group meetings. Educators hired after the first week will be in-serviced on the evaluation system within 30 days of the initial starting date.

The in-service will be facilitated by an ASD administrator who has been trained on the use of the district's evaluation system and the Teacher Performance Standards. This training requirement is satisfied when materials are distributed and explained. No tests of understanding are required.

### Evaluators

A person may not conduct an evaluation under this section unless the person holds a Type B certificate or is a site administrator under the supervision of a person with a Type B certificate, is employed by the school district as an administrator and has completed training in the use of the school district's evaluation system. This person cannot be a part of the AEA bargaining unit.

## Distribution

At the start of the school year, or upon initial hiring, the educator will be given the following current evaluation materials: Certificated Employee Evaluation Document, Teacher and Administrator Rubrics, State Law 14.20.149, and copies of current forms/ documents which are to be used in a certificated employee's evaluation process. If there are changes to the evaluation system within the school year, the district will provide updated information to all affected employees as soon as possible.

Additional evaluation materials such as Administrator's Handbook on Evaluation Procedures, and copies of the Certificated Employee Evaluation Document and Rubrics will be placed in the school professional library for checkout by staff and/or will be available on the district Web site.

## Transfers and Evaluation Status

An educator's evaluation status will remain the same upon transferring to another site/program. If an educator

on Professional Support or a Plan of Improvement transfers before the evaluation cycle has concluded, their status transfers with them and the new supervisor will review the case and carry on with the evaluation process. If an educator is on the Alternative cycle and transfers, the supervisor may observe informally (no pre-post conferences, etc). If performance concerns arise, the supervisor may place the educator on the Proficiency Evaluation Short Form reverting back to the formal observation process.

An educator working in a charter school shall be evaluated under the same procedures and expectations as all other educators in the district, except if there is no administrator assigned to the charter school, the local school board, with the agreement of the charter school, shall designate a school administrator to evaluate the educator in that charter school. (AS 14.03.270)

## Itinerant

Educators assigned to more than one site will be formally evaluated by the principal at whose building the educator spends the highest percentage of their contracted time, unless otherwise mutually agreed upon by all parties. However, it is expected that the primary principal will seek and receive performance information from any other principal for whom service is provided by the educator. Should the certificated employee spend an equal amount of time in several locations, one principal will be designated by the district as the primary evaluator. That principal will confer with other affected principals regarding the content of the evaluation. In any case, critical performance concerns will be identified clearly and properly attributed in order to provide to the employee an opportunity to respond appropriately.

## Non-tenured and Tenured Information

All educators will begin their cycle on the Proficiency Evaluation (Short Form/Level I).

If an individual does not meet all of the teaching standards (in accordance with the Teacher Evaluation Rubric), he/she may be placed on Professional Support (Level II) or a Plan of Improvement (Level III) after two formal observations. It is expected that principals will share performance concerns as they arise, in order to provide an informal opportunity for the certificated employee to address and correct any problems.

Non-tenured educators, who meet all of the teaching stan-

dards, will remain on the Proficiency Evaluation each year until they become tenured. Non-tenured evaluations are due February 15 of each year.

Tenured educators who meet all of the teaching standards in the Proficiency Evaluation will move on to the Alternative Evaluation. These educators will remain on this evaluation process for two years unless there is a performance concern.

At the end of two years if there are no performance concerns, the educator begins a new evaluation cycle starting at the Proficiency Evaluation (Level I). (See Flow Chart of Evaluation System).

If a performance concern has been identified and addressed, yet no improvement has occurred, the supervisor may move a tenured individual back to a Proficiency Evaluation (Level I), in order to resume the formal observation/standards compliance process. A tenured certificated employee may be placed on Professional Support or a Plan of Improvement after two formal observations. Tenured evaluations are due May 15 of each year.

Non-tenured educators may choose to be involved in a collaborative group working on an Alternative model, however this is not part of the non-tenured evaluation process. The non-tenured educator is evaluated on his/her compliance with the standards.

An educator cannot be evaluated on both short form and alternative cycle at the same time.

## **Observation Information**

A formal observation is an observation within the workplace, based on educator performance. It is prearranged according to a mutual date/time, includes a pre/post observation conference, is documented and the documentation is shared with the employee. A post conference will include performance concerns, should there be any.

Certificated employees on the Proficiency Evaluation (Short Form) will receive a minimum of two, formal written observations annually. These formal observations must occur on separate days. These observations must include both pre- and post-conferences to discuss the lesson observed. It is preferred that the post-observation conference take place as soon after the observation as feasibly possible, in order to provide prompt feedback on the observation. Should there be performance concerns, prompt feedback is imperative so that attempts to correct the concerns can take place immediately.

Observations and conferences for those educators on the Alternative process will occur informally and collegially throughout the year. Minimally, there will be a conference at the beginning and end of the year to discuss the selected model, focus and professional growth. Administrators and educators will work together to decide the most beneficial way to hold evaluation conferences at their building. Conferences may not be scheduled during an educator's planning time or outside the contracted workday unless mutually agreed upon.

## **Personnel File**

All signed evaluation documents will be placed in the district electronic personnel file each year. If an educator is on the Alternative Evaluation, the Year-End Report is filled out and placed in the personnel file. The Alternative Model Proposal Worksheet is placed in the unit file.

No other information/documents may be placed in the certificated employee's electronic personnel file without the employee's opportunity to read and sign the actual copy to be filed.

Anchorage School District  
CERTIFICATED EMPLOYEE EVALUATION DOCUMENT—AEA

# Year 1 Proficiency Evaluation “Short Form”

All certificated employees start here. Employee’s goal is to meet state standards.

**Year 1**  
**Proficiency Evaluation “Short Form”**  
All certificated employees start here.  
Employee’s goal is to meet State Standards.

**Compliance**  
If non-tenured, employee moves back to Proficiency Evaluation. If tenured, employee moves to Alternative Evaluation.

OR

**Non-Compliance**  
Employee does not meet State Standards in one or more areas on Short Form

**Alternative Evaluation**  
Year 2 and 3 for tenured employees.  
Educator selects an evaluation model.

- Professional Portfolio
- Study Group
- Project-based Learning Model
- Action study / self study

Each year the employee must have a plan of action for a chosen model that meets the specific model criteria. A Model Proposal Worksheet and a Year-End Report must be submitted to an administrator.

Year 2 and 3 may be based on the same model or different ones. At the start of year 4, the educator repeats the cycle starting at the Proficiency Level. He/she may be placed on Proficiency Level at any time. The educator may be placed on Professional Support or a Plan of Improvement if the administrator has conducted two formal observations and has documented a change in his/her performance.

**Professional Support**  
Focus on professional growth. Must have at least two formal observations to be here. Professional Support Form is attached to Short Form and a plan is made and implemented which states what support is needed and the process for improving area(s) of non-compliance. When sufficient progress is shown, the educator will move to the next step in the cycle.

**Plan of Improvement**  
Educator is unable to meet performance standards in Professional Support, *or* administrator has substantial evidence in the need to place employee directly on a “Plan.” Must be done only after a minimum of 2 formal observations. A tenured employee has 90-180 work days to comply with standards. If an employee is unable to meet standards he/she may be non-retained. When sufficient progress is shown the educator will move to the next step in the cycle.

Anchorage School District  
CERTIFICATED EMPLOYEE EVALUATION DOCUMENT—AEA

# Short Form

August 2002

## Standards Compliance, Level I: Proficiency Evaluation

### HOW TO USE THE SHORT FORM—Supervisor directions

This Short Form is designed to help supervisors be efficient in confirming that educator performance meets standards adopted by the School Board. Most educators are presumed to possess sufficient skill to meet these standards when they are offered employment. However, not all educators are expected to be equally strong in all performance areas of importance to the district; professional support may sometimes be needed, even by those who have demonstrated considerable skill in the past.

Please review carefully the Teacher Performance Standards. Having been adopted by the School Board, they constitute the reference points against which performance must be evaluated. Below each content standard are the performance indicators which are accessible through normal classroom observation. It is understood and expected that other, important information regarding performance may come to your attention by means other than direct observation of classroom performance, including information from students, parents, and other teachers. It is also understood that educator responsibilities extend beyond the classroom and, indeed, that not all who hold the title of educator actually work in classroom settings.

After reviewing the performance indicators of compliance for all standards, conduct an appropriate number of observations (at least two) in the appropriate setting, supplement what is learned through such observations with information shared with you by parents, peers, students, or other administrators, and note your conclusions in each area by completing the rating sheet.

Your judgment that an educator meets the expected standard in each area, completes the first part of the evaluation. The second part, on the back side, requires that you supplement the check-list with a narrative summary of your conclusions regarding the performance of the educator. When the summary is completed, share the material with the educator and invite comments in the space provided. The educator may, of course, provide more formal response within the time required by the terms of the negotiated agreement. Educators have 10 calendar days to sign and respond formally to the document.

If your judgment is that the educator requires professional support in one or more areas, please complete the Guide for Professional Support form and append it to the short form, along with an explanation of what support is needed and how you intend to work with the teacher to ensure an appropriate program is developed.

Non-tenured evaluations shall be completed no later than February 15. Tenured evaluations shall be completed by May 15.

**Anchorage School District  
Certificated Employee Evaluation Document  
Checklist for Evaluation Procedure**

This form is for informational use only and should not be turned in as part of the employee evaluation.

**Date Completed**

- \_\_\_\_\_ 1. Mandatory evaluation training must be provided prior to October 1 of each year.
- \_\_\_\_\_ 2. Received current evaluation materials i.e., handbook, rubric, access to server instructions for retrieval and building evaluation manual.
- \_\_\_\_\_ 3. Notification of process: Short Form or Alternative Model and name of evaluator by September/October. (Evaluator must hold a Type B certificate and not be a member of AEA bargaining unit.)
  - a. All non-tenured teachers must use the Short Form. The goal is to meet state standards. Goal setting is NOT part of the Short Form process.
  - b. The Alternative Evaluation Model is for tenured staff who have met or exceeded the standards. Non-tenured educators may participate in an alternative model, however they must be evaluated on the Short Form.
- \_\_\_\_\_ 4. Conferences should begin in early October. If on Alternative Cycle, skip to #12
- \_\_\_\_\_ 5. At any time in this process, the educator has the right to request one additional observation by a mutually acceptable different evaluator.
- \_\_\_\_\_ 6. Standards 1 & 8 Form/Instructional Plan Form NOT mandatory districtwide. If the administrator requires one, he/she should use those provided in this document.
- \_\_\_\_\_ 7. First Pre-observation Conference.
- \_\_\_\_\_ 8. First Scheduled Observation.
- \_\_\_\_\_ 9. First Post-observation Conference.
- \_\_\_\_\_ 10. Second Pre-observation Conference.
- \_\_\_\_\_ 11. Second Scheduled Observation.
- \_\_\_\_\_ 12. Second Post-observation Conference.
- \_\_\_\_\_ 13. Evaluation must be submitted by supervisor to non-tenured educators no later than **February 15**, and to tenured educators no later than **May 15**.
- \_\_\_\_\_ 14. Educators on Alternative Cycle will select a model and submit completed proposal by **October 15**.
- \_\_\_\_\_ 15. Principal signs model proposal worksheet.
- \_\_\_\_\_ 16. Year-end reports for Alternative models are due **April 25**.
- \_\_\_\_\_ 17. Receive principal's comments within 10 calendar days.
- \_\_\_\_\_ 18. Sign and return Year-end Report within 10 calendar days.

**Congratulations!** You have completed the Evaluation Process

Revised 8/05

District Connection - Staff Evaluation - Certificated Checklist of Compliance with Standards  
 https://home.asdk12.org/

Logged in as PRINCIPAL NAME  
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**Compliance Checklist**  
 Printer Friendly

You are evaluating:

Last Name	First Name	MI
DOE	JANE	

(Evaluate someone else)

**Evaluation Status**  
 This evaluation is currently in New status.

**Assignment**

**General Evaluation**

- Articulation/Application of Personal Teaching Philosophy
  - Exceeds Standard
  - Meets Standard
  - Professional Support Needed
  - Plan of Improvement Needed
- Knowledge/Application of how students learn and develop
  - Exceeds Standard
  - Meets Standard
  - Professional Support Needed
  - Plan of Improvement Needed
- Respect for individual and cultural characteristics
  - Exceeds Standard
  - Meets Standard
  - Professional Support Needed
  - Plan of Improvement Needed
- Knowledge of content area and how to teach it
  - Exceeds Standard
  - Meets Standard
  - Professional Support Needed
  - Plan of Improvement Needed
- Facilitate, monitor, and assess student learning
  - Exceeds Standard
  - Meets Standard
  - Professional Support Needed
  - Plan of Improvement Needed
- Create and maintain a learning environment for student engagement and contribution
  - Exceeds Standard
  - Meets Standard
  - Professional Support Needed
  - Plan of Improvement Needed
- Partnership with parents, families, and the community
  - Exceeds Standard
  - Meets Standard
  - Professional Support Needed
  - Plan of Improvement Needed
- Participation in/Contribution to the teaching profession
  - Exceeds Standard
  - Meets Standard
  - Professional Support Needed
  - Plan of Improvement Needed

**Appraisal Summary**  
 Must include observations dates and an explanation of how input from parents, students, teachers, and community was sought and used.

**Observation 1**

Pre Conference	Observation	Post Conference
<input type="text"/>	<input type="text"/>	<input type="text"/>

**Observation 2**

Pre Conference	Observation	Post Conference
<input type="text"/>	<input type="text"/>	<input type="text"/>

**Summary**

**Save Your Work**

Select your save option, then click the "Save Evaluation" button below.

**Save as ...**

**Draft Version**  
 The evaluation will still be available only to you for editing.

**Evaluatee Review**  
 Notify the evaluatee that he or she may read the evaluation prior to the conference. The evaluation will still be available to you for editing.  
 Check this box if you will be finishing the evaluation process on paper.

**Finalize**  
 Notify the evaluatee that he or she may add a response to the evaluation. The evaluation will no longer be available to you for editing.

Please note: Checking this box and clicking the submit button constitutes your electronic signature.\*

Anchorage School District  
CERTIFICATED EMPLOYEE EVALUATION DOCUMENT—AEA

# Observations

## Short Form

A formal observation is an observation within the workplace, based on educator performance. It is prearranged according to a mutual date/time, includes a pre/post observation conference, is documented and the documentation is shared with the employee. A post conference will include performance concerns, should there be any.

Certificated employees on the Proficiency Evaluation (Short Form) will receive a minimum of two formal written observations annually. These formal observations must occur on separate days. These observations must include both pre- and post-conferences to discuss the lesson observed. It is preferred that the post observation conference take place as soon after the observation as feasibly possible, in order to provide prompt feedback on the observation. Should there be performance concerns, prompt feedback is imperative so those attempts to correct the concerns can take place immediately.

For evaluations to be useful, principals must be free to express performance concerns candidly. It is expected that principals will share performance concerns as they arise in order to provide an informal opportunity for a teacher to address and correct any problems. End of year conference will be held to review final evaluation document.

## Alternative

### Short Form

A formal observation is an observation within the workplace, based on educator performance. It is prearranged according to a mutual date/time, includes a pre/post observation conference, is documented and the documentation is shared with the employee. A post conference will include performance concerns, should there be any.

Certificated employees on the Proficiency Evaluation (Short Form) will receive a minimum of two formal written observations annually. These formal observations must occur on separate days. These observations must include both pre- and post-conferences to discuss the lesson observed. It is preferred that the post observation conference take place as soon after the observation as feasibly possible, in order to provide prompt feedback on the observation. Should there be performance concerns, prompt feedback is imperative so those attempts to correct the concerns can take place immediately.

For evaluations to be useful, principals must be free to express performance concerns candidly. It is expected that principals will share performance concerns as they arise in order to provide an informal opportunity for a teacher to address and correct any problems. End of year conference will be held to review final evaluation document.

## Alternative

Observations and conferences for those educators on the Alternative process will occur informally and collegially throughout the year. Minimally, there will be a conference at the beginning and the end of the year to discuss the selected model, focus and professional growth. Administrators and educators will work together to decide the most beneficial way to hold evaluation conferences at their building. Conferences may not be scheduled during an educator's planning time or outside the contracted workday unless mutually agreed upon.

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## Standards 1 & 8 Form

Completion of this form may or may not be required by the evaluator. Often this information can be shared during oral discussion (no other form can be submitted for this form).

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

**Complete the following and bring it to your first pre-observation conference meeting.**

### Standard 1. Articulation/application of personal teaching philosophy

Describe your philosophy of education.

**Standard 8. Participation in/contribution to the teaching profession**

Describe how you plan to grow professionally (e.g., classes, in-services, conferences, or other professional development), and how you are planning on contributing to the teaching profession (e.g., non-instructional duties or activities, involvement in professional organizations, etc.).

**Completion of this form may or may not be required by the evaluator. Often this information can be shared during oral discussion. No other form can be substituted for this form.**

### **Instructional Plan**

Completion of this form may or may not be required by the evaluator. Often this information can be shared during oral discussion (no other form can be submitted for this form).  
(Please complete and turn in at least 24 hour before scheduled observation)

- 1. Briefly describe the students in this class, including those with special needs.**
  
- 2. What are your goals for the lesson? What do you want the students to learn?**
  
- 3. Why are these goals suitable for this group of students?**
  
- 4. How do these goals support district curriculum, school goals, current research and current student standards?**
  
- 5. How do you plan to engage students in the content? What will you do? What will the students do? ( Include time estimates)**
  
- 6. What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties?**
  
- 7. What instructional materials or other resources, if any, will you use?**
  
- 8. How do you plan to assess student achievement of the goals? What procedure will you use? (Attach any tests or performance tasks if you have them available.)**
  
- 9. How do you plan to make use of the results of the assessment?**

Sample–Other forms may be substituted

**CLASSROOM OBSERVATION ANECDOTAL NOTES**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Grade: \_\_\_\_\_

Time Observation began: \_\_\_\_\_

Subject: \_\_\_\_\_

Time Observation ended: \_\_\_\_\_

**Standards 2 and 3:**

Accurately identifies and teaches to developmental ability of students:

Demonstrates understanding and application of learning theory:

Demonstrates high expectations for each learner:

Identifies and uses strategies and resources appropriate to individual student needs:

Promotes positive self-concept in students:

**Standard 4:**

Uses instructional time effectively:

Anchorage School District  
CERTIFICATED EMPLOYEE EVALUATION DOCUMENT—AEA

# Professional Support

## Standards Compliance, Level II Plan for Professional Support

The teaching profession requires continuous improvement of pedagogy, instructional practice, content knowledge, assessment and collaborative practice. As the administrator and teacher reflect on the teacher's practice, an area in need for professional growth may be identified. The need for Professional Support can only be identified after two formal observations have taken place. Professional support in this area will be indicated in the evaluation process. Professional support is designed to assist educators who do not meet established performance standards (Level 1). It is important to note this area is designed to provide professional growth and development, fostered by support of colleagues and other professional resources.

If, after completing the formal evaluation process, it has been determined that an educator requires professional support, a Guide For Professional Support form will indicate the areas where support is needed. The Guide for Professional Support form will be attached to the Level I short form and submitted to Human Resource Department and placed in the personnel file.

A teacher has the right to request one additional written observation by a mutually acceptable different evaluator. This evaluator must be an administrator in the district and have been trained in the use of the district evaluation system and the Teacher Performance Standards. If the educator and the evaluator cannot agree on a mutually acceptable different evaluator, the district and AEA shall arbitrate. The responsibility for contacting the mutually acceptable different evaluator lies with the educator.

This area is considered professional growth. The primary responsibility for developing the plan, and meeting the standards, is the educator's. However, the collective bargaining agreement states that performance concerns must be addressed in a collaborative manner.

The supervisor will provide guidance/suggestions into the design of the plan through Step A listed below.

- A. Arrange for a conference with your supervisor to discuss possible activities and ideas for ways to improve in identified area.  
It is the responsibility of the teacher to carry out Steps B through D listed below.
- B. Request an instructional coach from AEA to help you. One will be provided based on availability.
- C. Identify workshops, training, professional literature and other related events that pertain to the area of growth.
- D. Collaborate with experienced teachers in your building.

If, at the end of the next evaluation cycle, the educator has demonstrated the required growth, the educator will move to the next step in the cycle. If standards are still not met, a formal plan of improvement will be constructed with specific timelines and a clear letter of warning that failure to satisfy the requirements of the plan may result in loss of employment.

District Connection - Staff Evaluation - Guide for Educator Professional Support

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**Secure Applications**

**Assessment Database**  
**Attendance**  
**ASD Volunteer Nominations**  
**Events Calendar**  
**Facilities and Maintenance Work Order Requests**  
**Inventory**  
**NovusHR**  
**PE Waiver**  
**Reading Intervention Survey**  
**Reading Intervention Survey Report**  
**School Administration**  
**School Site Builder**  
**SDFS**  
**Student Information**  
**Staff Evaluations**  
**Community Resources Request**

## Guide for Educator Professional Support

Printer Friendly

Guideline for:

Last Name	First Name	MI
Doe	Jane	Q

(Evaluate someone else)

### General Evaluation

- Articulation/Application of Personal Teaching Philosophy
  - Engage in thoughtful/critical examination
  - Describe relationship of beliefs, etc. to current trends
  - Describe relationship of beliefs, etc. to strategies/resources
  - Demonstrate consistency between belief and practice
- Knowledge/Application of how students learn and develop
  - Accurately identify and teach to developmental ability
  - Apply learning theory in practice to accommodate differences
  - Incorporate a variety of methods and materials
  - Check for learner understanding
  - Monitor/adjust instruction based on student feedback
- Respect for individual and cultural characteristics
  - Act on belief that all students can learn/encourage highest achievement
  - Identify and use strategies/resources appropriate to individual student needs
  - Incorporate characteristics of culture into strategies for learning
  - Promote positive self-concept in students
- Knowledge of content area and how to teach it
  - Demonstrate thorough knowledge of subject, etc.
  - Provides goals/objectives that are clear and focused on learning
  - Establish a relevancy of class work to life, work, and community
  - Instruction generally an awareness of Alaska history, econ
  - State objective of each lesson
  - Demonstrate connection of class work to life, work, community
  - Clearly present information, using appropriate methods
  - Maximize teaching/learning time
  - Relate student activities to lesson objectives
- Facilitate, monitor, and assess student learning
  - Create, select, adapt, and use a variety of resources to facilitate curricular goals and student success
  - Strike balance between information, practice, and application
  - Check for understanding of content/concept
  - Provide timely notice of progress to students/parents
  - Use a variety of assessment methods to reinforce learning
  - Assist students in evaluating own progress
  - Organize and maintain records and timely report to appropriate audience
- Create and maintain a learning environment for student engagement and contribution
  - Create/foster stimulating, inclusive, safe learning environment
  - Establish high standards/clear expectations for students
  - Communicate standards to students/parents
  - Recognize/acknowledge outstanding performance
  - Use questioning strategies that promote learning
  - Elicit observable student behavior to check for understanding
  - Plan and use a variety of classroom management techniques
  - Assist students in understanding responsibility for learning
  - Understand and post District/school discipline procedures, etc.
- Partnership with parents, families, and the community
  - Promote/maintain regular/meaningful contact with families
  - Establish partnerships with parents/families to support learning
  - Participate in school/District efforts to communicate with community
  - Involve parents and families in student learning
  - Connect school activities with student homes/cultures/work places, etc.
  - Involve parents/families in setting/monitoring student goals
- Participation in/Contribution to the teaching profession
  - Maintain a high standard of professional ethics
  - Update knowledge of content and best teaching practice
  - Develop cooperative, professional relationships with colleagues
  - Demonstrate proficiency in oral and written communication
  - Be receptive to constructive suggestions
  - Complete lesson plans, reports, records, and requisitions on time and in a professional manner
  - Perform non-instructional duties as requested
  - Exhibit positive attitude toward the profession
  - Be flexible and cooperative
  - Evaluate own performance
  - Stay current with District curriculum requirements
  - Maintain good grooming and personal care

### Acknowledge Receipt

To acknowledge receipt of this professional support form click the "Receipt Acknowledged" button.

### Save Your Work

Save Plan

**Anchorage School District  
Certificated Employee Evaluation Document**

**CHECKLIST FOR THOSE PLACED ON PROFESSIONAL SUPPORT**

This area is designed to support professional growth and development, which may be fostered by support of colleagues and other professional resources.

- \_\_\_\_\_ 1. Meet with your administrator
- \_\_\_\_\_ 2. Receive two evaluation documents—the “Short Form” (Compliance with Standards Checklist) and the “Guide for Teacher Professional Support.”
- \_\_\_\_\_ 3. Following the receipt of the written evaluation (Short Form), you have 10 calendar days to sign and return the form. Signing the form acknowledges receipt of the document, not that you necessarily agree with the content.
- \_\_\_\_\_ 4. You may choose to contact an AEA Rights or Evaluation committee person to assist you through this process (274-0536).
- \_\_\_\_\_ 5. Should you choose to make a written response to the evaluation, you must do so within the ten calendar day time frame, and BEFORE you sign the document.
- \_\_\_\_\_ 6. If you so choose, an additional formal observation to be done by a different, mutually acceptable evaluator.
- \_\_\_\_\_ 7. Meet with your administrator to collaboratively discuss possible activities and ideas for ways to improve in the identified area(s), e.g. workshops, classes, observing/collaborating with other educators, requesting an Instructional Coach.
- \_\_\_\_\_ 8. Should you choose to obtain an Instructional Coach, you may request one through the AEA office at 274-0536.
- \_\_\_\_\_ 9. You have the right to obtain copies of any / all information or documentation concerning your performance, which is used in your evaluation.
- \_\_\_\_\_ 10. If you have demonstrated the required growth, you will move to the next step in the cycle. If insufficient progress is shown, more formal intervention will be warranted.

Here are some contractual requirements to be met before you can be placed on Professional Support:

- Have you been through at least two formal observations? Formal mean: prearranged according to a mutual date/time, includes a pre- and post-conference for each observation, is documented and the information is shared with you.
- During your evaluation period, did your administrator share with you concerns he/she had regarding your performance? The contract requires that performance concerns be shared as they arise in order to provide an informal opportunity for you to correct any problems.

Anchorage School District  
CERTIFICATED EMPLOYEE EVALUATION DOCUMENT—AEA

# Mentors & Instructional Coaches

The Mentor and Instructional Coach programs are free, professional development services provided to ASD educators.

Mentors work with educators who are new to the teaching profession, new to the Anchorage School District, or new to their job assignment (change of grade levels, departments, etc.). To request an approved, trained Mentor contact the ASD Training and Professional Development Office.

Instructional Coaches work with educators who have been formally evaluated and have been placed on Professional Support or a Plan of Improvement. To request an approved, trained Instructional Coach contact your AEA building representative or AEA rights advocate.

Mentor and Instructional Coach relationships are most effective when built upon trust. Candor and open discussions are essential to success. Teacher trust is encouraged by a formal assurance that all communication regarding performance issues, all observation reports, will be kept confidential. To provide this assurance, we agree to the following:

1. Mentors/Instructional Coach will not be asked to report to either the AEA or to the ASD regarding teacher progress on a Plan of Improvement, or about the performance, in general, of an assigned teacher.
2. The Mentor/Instructional Coach will not be asked to participate in the evaluation of the mentee.
3. Neither the ASD nor the AEA shall call the mentor and instructional coach as a witness in any proceeding related to the no –retention or discipline of the mentee.

## Instructional Coach Support Guidelines

When an educator is placed on a plan for professional support or has been placed on a Plan of Improvement, an instructional coach will be offered by the Association upon availability. To request an instructional coach, the educator may contact the AEA office (274-0536). Instructional coaches act as support resources to educators.

Successful peer assistance relationships are most effective when built upon trust, candor, and open discussion between the instructional coach and the educator. Trust is fostered and encouraged by a formal assurance that all communication regarding performance issues as well as all observation reports, will be kept confidential. To provide this assurance, AEA and ASD mutually agree to the following:

1. Instructional coaches will not be asked to report to either AEA or ASD or the employee's supervisor regarding the Educator's progress on a Professional Support or Plan of Improvement, or about the performance, in general, of an assigned certificated employee.
2. The Instructional will not be asked to participate in the evaluation of the educator in any circumstances.
3. Neither ASD nor AEA shall call the Instructional Coach as a witness in any proceeding related to the non-retention or discipline of the certificated employee.

Anchorage School District  
CERTIFICATED EMPLOYEE EVALUATION DOCUMENT—AEA

# Plan of Improvement

If after two formal written observations, an educator is unable to meet the Teacher Performance Standards, a formal Plan of Improvement will be developed and administered in compliance with contractual and statutory procedures. The district may begin non-retention or termination proceedings without two formal observations or a Plan of Improvement if substantial evidence exists to warrant such action. Under AS 14.20.149 (7)(e)

If an individual is to be placed on a Plan during an evaluation conference, he/she has the right to request Association representation, and shall be given at least 48 hours to obtain such representation. The Plan of Improvement timeline for tenured educators shall not be for less than 90 workdays and not more than 180 work days unless the minimum time is shortened by agreement between the administrator and the

educator. The Plan must address, in writing, the specific areas outlined in the collective bargaining agreement and state law.

Educators may request an instructional coach by personally contacting the Association. Educators also have the right to request one additional written observation by a mutually acceptable different evaluator. This evaluator must be an administrator in the district and have been trained in the use of the district evaluation system and the Teacher Performance Standards. The responsibility for contacting the mutually acceptable different evaluator lies with the educator.

Educators who are put on a Plan need to understand that this action places them in job jeopardy. They will receive a clear letter of warning that failure to satisfy the requirements of the Plan may result in loss of employment.

District Connection - Staff Evaluation - Certified Plan of Improvement Form

http://home.asdk12.org/

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Home | Help | Report Errors | Personal Options | Log Out

**Certified Plan of Improvement Form**

[Printer Friendly](#)

The Plan reflects my judgment that you have been unable, to date, to satisfy expectations for performance of your teaching duties. While I am hopeful and confident that it is within your means to achieve proficiency in the areas needing improvement, I am obliged to make clear that my concerns are serious. If they remain serious through the term of the Plan, despite your best efforts, it will be necessary for me to take further action.

Please focus your attention to the Expectations column. The Recommended Activities are suggestions for how those expectations might be addressed. Completion of all recommended activities may not satisfy all expectations. For example, a teacher with serious classroom management problems may read numerous books and observe several colleagues, on the recommendation of the principal, in order to improve classroom management skills. Despite completion of those activities, however, the teacher may remain deficient in the area of implementing effective and appropriate classroom management. It is my responsibility to help you to be successful, to provide support and resources necessary to your success. It remains your responsibility to meet the performance expectations defined for you.

It is my duty to inform you that teachers who are put on a Plan of Improvement need to understand that this action places them in job jeopardy. This letter is formal notice that failure to satisfy the requirements of the Plan of Improvement may result in loss of employment.

Since the Plan of Improvement is a part of your formal evaluation you may prepare a written response to all or any part of it.

Evaluatee may request Association representation at the conference at which a Plan of Improvement is to be given.

Name  
  
 (Evaluate someone else)

Fill in each area for this standard requiring improvement.

**1. Articulation/Application of Personal Teaching Philosophy**

**Area to Improve**

Box 1 - The Plan reflects my judgment that you have been unable, to date, to satisfy expectations for performance of your teaching duties. While I am hopeful and confident that it is within your means to achieve proficiency in the areas needing improvement, I am obliged to make clear that my concerns are serious. If they remain serious through the term of the Plan, despite your best efforts, it will be necessary for me to take further action.

**Expectations**

Box 2 - Please focus your attention to the Expectations column. The Recommended Activities are suggestions for how those expectations might be addressed. Completion of all recommended activities may not satisfy all expectations. For example, a teacher with serious classroom management problems may read numerous books and observe several colleagues, on the recommendation of the principal, in order to improve classroom management skills. Despite completion of those activities, however, the teacher may remain deficient in the area of implementing effective and appropriate classroom management. It is my responsibility to help you to be successful, to provide support and resources necessary to your success. It remains your responsibility to meet the performance expectations defined for you.

**Timelines**

Box 3 - It is my duty to inform you that teachers who are put on a Plan of Improvement need to understand that this action places them in job jeopardy. This letter is formal notice that failure to satisfy the requirements of the Plan of Improvement may result in loss of employment.

**Evaluation (monitoring)**

Box 4 - Since the Plan of Improvement is a part of your formal evaluation you may prepare a written response to all or any part of it.

**Recommended Activities**

Box 5 - Evaluatee may request Association representation at the conference at which a Plan of Improvement is to be given. - Recommended Activities

**Acknowledge Receipt**

To acknowledge receipt of this professional support form click the "Receipt Acknowledged" button.

**Save Your Work**

**Anchorage School District  
Certificated Employee Evaluation Document**

**CHECKLIST FOR THOSE PLACED ON PLANS OF IMPROVEMENT**

- \_\_\_\_\_ 1. Meet with your administrator. If this meeting is to inform you that you are on a Plan of Improvement, you have the right to stop the meeting and request an Association Representative to be present. You shall be given 48 hours to obtain such representation.
- \_\_\_\_\_ 2. Should you choose to obtain representation, contact an AEA Rights Committee person at 274-0536 to assist you. After obtaining AEA assistance, the administrator, you and your representative will resume the Plan of Improvement meeting.
- \_\_\_\_\_ 3. Receive two evaluation documents—the “Short Form” (Compliance with Standards Checklist), and the “Plan of Improvement.”
- \_\_\_\_\_ 4. Receive a letter of warning from your administrator, clearly stating that you are now in a job jeopardy situation and failure to comply with the requirements of the Plan may result in loss of employment.
- \_\_\_\_\_ 5. Following the receipt of the written evaluation, you have 10 calendar days to sign and return the form. Signing the form acknowledges receipt of the document, not that you necessarily agree with the content.
- \_\_\_\_\_ 6. Should you choose to make a written response to the evaluation, you must do so within the ten calendar day time frame, and BEFORE you sign the document. An AEA Rights person may assist you with this.
- \_\_\_\_\_ 7. You have the right to request one additional written observation to be done by a different, mutually acceptable evaluator.
- \_\_\_\_\_ 8. Should you choose to obtain an Instructional Coach, you may request one through the AEA office at 274-0536.
- \_\_\_\_\_ 9. You have the right to obtain copies of any / all information or documentation concerning your performance, which is used in your evaluation.
- \_\_\_\_\_ 10. If you are tenured, the Plan timeline shall not be less than 90 workdays and not more than 180 unless the minimum time is shortened by agreement between the administrator and educator.

Here are some contractual requirements to be met before you can be placed on a Plan of Improvement:

- Have you been through at least two formal observations? Formal mean: prearranged according to a mutual date / time, includes a pre- and post-conference for each observation, is documented and the information is shared with you.
- During your evaluation period, did your administrator share with you concerns he / she had regarding your performance? The contract requires that performance concerns be shared as they arise in order to provide an informal opportunity for you to correct any problems.

Anchorage School District  
CERTIFICATED EMPLOYEE EVALUATION DOCUMENT—AEA

# Mentors & Instructional Coaches

The Mentor and Instructional Coach programs are free, professional development services provided to ASD educators.

Mentors work with educators who are new to the teaching profession, new to the Anchorage School District, or new to their job assignment (change of grade levels, departments, etc.). To request an approved, trained Mentor contact the ASD Training and Professional Development Office.

Instructional Coaches work with educators who have been formally evaluated and have been placed on Professional Support or a Plan of Improvement. To request an approved, trained Instructional Coach contact your AEA building representative or AEA rights advocate.

Mentor and Instructional Coach relationships are most effective when built upon trust. Candor and open discussions are essential to success. Teacher trust is encouraged by a formal assurance that all communication regarding performance issues, all observation reports, will be kept confidential. To provide this assurance, we agree to the following:

1. Mentors/Instructional Coach will not be asked to report to either the AEA or to the ASD regarding teacher progress on a Plan of Improvement, or about the performance, in general, of an assigned teacher.
2. The Mentor/Instructional Coach will not be asked to participate in the evaluation of the mentee.
3. Neither the ASD nor the AEA shall call the mentor and instructional coach as a witness in any proceeding related to the no –retention or discipline of the mentee.

## Instructional Coach Support Guidelines

When an educator is placed on a plan for professional support or has been placed on a Plan of Improvement, an instructional coach will be offered by the Association upon availability. To request an instructional coach, the educator may contact the AEA office (274-0536). Instructional coaches act as support resources to educators.

Successful peer assistance relationships are most effective when built upon trust, candor, and open discussion between the instructional coach and the educator. Trust is fostered and encouraged by a formal assurance that all communication regarding performance issues as well as all observation reports, will be kept confidential. To provide this assurance, AEA and ASD mutually agree to the following:

1. Instructional coaches will not be asked to report to either AEA or ASD or the employee's supervisor regarding the Educator's progress on a Professional Support or Plan of Improvement, or about the performance, in general, of an assigned certificated employee.
2. The Instructional will not be asked to participate in the evaluation of the educator in any circumstances.
3. Neither ASD nor AEA shall call the Instructional Coach as a witness in any proceeding related to the non-retention or discipline of the certificated employee.

Anchorage School District  
CERTIFICATED EMPLOYEE EVALUATION DOCUMENT—AEA

# Alternative Evaluation Guidelines for Tenured Certificated Staff Only

## Procedures for Selection of an Alternative Evaluation Model

### Choosing a Performance Evaluation Model

This approach to performance evaluation connects the evaluation system to projects and school-based planning efforts. All district efforts should be directed at improving student performance. After demonstrating compliance, each proficient tenured educator must select from among the evaluation models described below. Educators can choose to work with colleagues on a group plan or develop an individual plan. The selection of an alternative model is strictly the choice of the educator. Educators working on their own may identify colleagues for discussion and support.

Educators not on the Alternative Evaluation Cycle may choose to be involved in a collaborative group working on an Alternative Model. This will not be part of their evaluation process.

### Informal Observations/conferences

Educator observations and conferences will occur informally and collegially throughout the year. Minimally, there will be a conference at the beginning and end of the year to discuss the selected model, focus and programs.

### Choosing Colleagues for a Group Model

Within performance evaluation models, collegial groups reduce isolation and share accountability for student learning and growth. Selecting colleagues for a performance evaluation model is ideally driven by the model's effect on students—“shared” students in most cases.

Educators within each school and across the district have the freedom to establish collegial groups based on whatever criteria support the particular model. Colleagues in a school, at a particular level, or within a cluster or a department make a commitment to the group effort for performance evaluation. Mutual respect and trust are key values in group selection.

Collegial groups share the responsibility for ensuring that the individual members have completed an action plan consistent with the group's overall efforts. Monitoring and supporting individual progress within the group remains a

collegial responsibility. Therefore, when choosing a group, the educator should consider the elements of trust, support, commonality of purpose, and requirements of the specific model.

### Developing a Group Plan

When individuals or colleagues begin to formulate possibilities for performance evaluation, their initial tasks include: forming a collegial group, selecting an appropriate model, and developing a group plan. The framework for any group plan is described in each model. When colleagues work together, each individual is responsible for designing an individual action plan that supports overall group effort. Although the program or project may be the primary focus of the group's efforts, individuals need to specify how they will address the group's goals as well as the performance standards.

An important feature of any group plan is the clear definition of purpose, along with roles and responsibilities for peers and colleagues. For example, in some models, peers may observe and provide input for review, but the observation and review may not be reciprocal. Team members should complete the *Model Proposal Worksheet* by Oct. 15.

### Developing an Individual Plan

As mentioned above, a group plan must reflect specific, individual contributions. Group members in each model develop their own individual plans of action. Educators working on their own complete a *Model Proposal Worksheet* by October 15 and identify colleagues for discussion and support.

### Collecting Data

When individual or group plans are developed, colleagues consider the “best” ways to indicate student improvement. “Best” includes most accurate, most appropriate for particular instructional objectives and methods, or most suitable for a level or discipline. Colleagues are encouraged to explore different types of data and data collection. As an individual or a collegial group member, educators seek indicators that are accurate reflections of student growth toward desired outcomes.

## Submitting the Year-End Report

Each tenured educator must complete a *Year-End Report*, due prior to April 25. In keeping with the emphasis on formative evaluation, *Year-End Reports* **must address the following** as related to improved student performance:

- Narrative reflecting the educator's (or group's) efforts to meet the standards;
- Specific references to areas of success, growth and need for growth;
- Summary of professional development activities and assessment of their effectiveness;
- Indication of collegial efforts; and
- Suggestions for changes in practice.

The narrative should show what the group or the individual did to engage students. Questions to be addressed include what changed for students and how additional changes would lead to greater student achievement?

The *Year-End Report* format is flexible. Although a format is suggested, it is only a broad context to discuss professional activity and development. The *Year-End Report* must be signed and commented on by the educator and the supervisor. Signed copies of the *Year-End Report* are sent to the Human Resource Department and placed in the district personnel file.

## Personnel Files

Two types of documents are developed during this performance appraisal process:

- **Model Proposal Worksheet:** This indicates which model and defines the model features; the form indicates approval, recommends adjustments or requirements for revision of model proposal. This form is due by October 15 and kept in the unit personnel file.
- **Year-End Report:** Report indicates year's progress toward meeting expectations, or the areas teacher/group have identified for improvement, evaluation of instructional techniques, and suggestions for improvement. Report is to be submitted to your principal/supervisor prior to April 25 to assure that the required response time is available for completion of the process by May 15. The original is kept in the district personnel file.

Within a particular model, an educator or group may specify other periodic reports, parent input summaries, or professional development records. These materials, as indicated by colleagues working with a particular model, may also be collected as documentation of an educator's performance evaluation and reviewed with the supervisor. All contractual provisions outlining procedures and access to an educator's personnel file shall continue in effect.

## Overall Rating

With the evaluation system anchored in a professional development approach, "rating" a person's performance must be viewed in a different light. **The value here is to provide all educators the opportunity to demonstrate professional growth.** Educators create the plans and take advantage of opportunities that will enable them to grow professionally.

The alternative model that educators have chosen may or

may not be completed in one year. What is expected is that the educator will document his/her progress at the end of each year.

## Precautions

At any time during the Alternative Model cycle it is brought to the supervisor's attention through personal observation that there is a change in the performance level of the educator, it is expected that the principal will share these concerns as they arise in order to provide an informal opportunity for an educator to address and correct any problems. If the concerns are not corrected, a Proficiency (Short Form) evaluation shall be initiated by the supervisor.

*If an educator's immediate supervisor or peers have serious concerns about the educator's performance—if the educator is "Unsatisfactory"—they are responsible for taking steps to correct harmful practices. A referral for intervention is appropriate whenever this situation occurs.*

## Developing Alternative Evaluation Models

Educators on the Alternative Model have distinguished themselves as meeting State Standards and are able to choose and develop their own professional growth model. It is the choice of the educator to connect their models to their school goals or to individual educational goals as it relates to the performance standards. The plan must be mutually agreed upon by the teacher and the supervisor.

## Model Proposal Worksheet

1. Educators select the model that is most appropriate for their own professional duties and goals and complete the **Model Proposal Worksheet**.
2. All teachers/administrators involved in a particular proposed model sign the proposal indicating their commitment to participate.
3. Completed proposals for all models must be submitted by October 15 of each school year.
4. The appropriate Supervisor(s) will review the proposal and respond within ten working days after receipt of the **Model Proposal Worksheet**. Proposals shall be reviewed only for the criteria outlined in the model descriptions. Copies of these forms will be kept by the Supervisor(s).

## Model Proposal Worksheet Form

To submit a performance evaluation plan using one of the models, please provide the following information. Be as detailed in your descriptions and explanations as possible. Groups submitting plans should specify, where possible, individual responsibilities.

1. **Participants:** List participants with names, titles, building(s). If non-tenured teachers are included, please list them separately.
2. **Elements:** For the five areas in the model description, discuss how you or your group will define the following features:
  - Performance standards
  - Student performance

- Collegial support
  - Opportunities for parent and student input
  - Professional growth
3. **Evidence:** Explain how you or your group will document progress toward meeting the standards. What indicators will you use?
  4. **Procedures:** Indicate the approximate reporting/conference dates. When necessary explain procedures for group meetings, and collegial support.
  5. **Other Comments:** Add any other details that would help others to understand how you plan to implement the particular model.
  6. **Response to Model Selection:** Indicate approval, recommend adjustments or requirements for revision of model proposal.

## Descriptions of Evaluation Models Available for Proficient Educators

### Collaborative Professional Portfolio Model

#### Description:

Through the thoughtful and purposeful collection of classroom and professional artifacts the educator will be able to demonstrate, describe and document individual successes, in the specified performance standards. Portfolios commonly address your goal as it relates to your educational philosophy, professional development, student achievement, curriculum and instruction, and contributions to the school and community. Culminating in a reflective presentation of the portfolio that is shared with colleagues and administration, the model has both process and product as its end result.

#### Participants:

This model is initiated by the educator, but includes interaction with both peers and evaluator, offering opportunities for dialogue during the selection and reflection portions of the process.

#### Approach:

**Step 1** Identify the performance standards you will create your portfolio around.

**Step 2** Solicit input from peer group with development of portfolio. Ideally, one performance standard, directly connected to student performance, should be selected. Three to five related objectives should be developed in the areas mentioned above that portfolios commonly address.

**Step 3** Determine individually, or with assistance from your peer group, how to best document success in selected performance standards. Ask yourself questions such as:

What am I doing in this standard area?

Why?

How can I assess and demonstrate success in this standard?

**Step 4** Decide the format you will use to present your documentation. "Hard copy" traditional notebook form, video, CD, or disc, are the most common. Combinations of formats

may be used.

**Step 5** Submit a completed *Model Proposal Worksheet* and meet with your evaluator.

**Step 6** Collect artifacts related to the indicators of the selected performance standards, for example:

- written documents you have created
- photos
- videos
- survey data
- written summaries of peer observations
- documentation of professional conferences, classes, or seminars, attended and engaged in
- written student, parent or colleague communication you have received, or
- other applicable documentation.

**Step 7** Filter artifacts, incorporating the best documentation in your completed portfolio. Asking yourself the following questions will help you put together a quality portfolio:

For what purpose am I including this?

What am I trying to get at?

Which artifact(s) best demonstrate success?

**Step 8** Assemble your portfolio so that it can be used as a reflective tool that is clear to yourself and to the members of your peer group. Include in the portfolio a year-ending critique of the portfolio and process. The self-appraisal critique should answer questions such as the following:

What evidence do I have that I favorably impacted student performance?

What have I learned as a professional?

How have I learned?

How will what I have learned affect my future practice?

What aspects of this year's portfolio should be incorporated into next years?

**Step 9** Meet with your peer group and principal/supervisor (in a separate or joint meeting) to present your portfolio and interactive dialogue that can bring the self-reflection of the educator presenting the portfolio to even a higher level.

**Step 10** Complete the year end report and review it with your evaluator

### Study Group Model

#### Description:

This model strengthens skills in collaborative processes, which has a positive impact on student achievement. Established groups engage in a professional development process that reaffirms commonly-held beliefs through collegial reflection, individual goal-setting, and student-centered activities.

#### Participants:

The study group model is for established collegial groups (school, school-within-a-school, middle school team, grade level team, leadership team) who already have a set of common beliefs and who have established significant levels of trust. Groups who do not yet have such a common philosophy

and history may find that other models can be used to develop common beliefs.

If the collegial group that selects the study group model is large (six people or more), participants may work in smaller groups such as triads and report periodically to the whole group.

#### **Approach:**

The study group process provides opportunities for on-going work groups to design goals that relate directly to improvements in student performance. Goals may be for either individuals or the group as a whole.

#### **Step 1**

Identify your group.

#### **Step 2**

Identify potential areas for improvement and reach consensus on a target.

#### **Step 3**

Establish a mission, mutual expectations, group processes, and evaluation criteria for team effectiveness.

#### **Step 4**

Define individual goals, set activities\* and timelines for achieving them, and criteria for evaluating effectiveness.

#### **Step 5**

Meet with administrator to present *Model Proposal Worksheet*, consider feedback and come to a mutual agreement.

#### **Step 6**

Activate plan.

#### **Step 7**

Collect and analyze data and present conclusions.

#### **Step 8**

Complete *Year-End Report* and meet with principal/supervisor to share results.

#### **Step 9**

Evaluator submits *Year-End Report* to Human Resource Department.

\*Suggested activities include professional reading, research, peer observation, self-analysis through videotaping, and formal professional development.

## **Project-Based Learning Model**

#### **Description:**

This model develops and refines structured approaches to improving student achievement. The project-based learning model requires educators to design and execute a project (or projects) that addresses teacher performance standards. Educators study their work and demonstrate, within the confines of a project, the essential characteristics of their practice. Through this model, educators can implement and test research-based innovations, such as integrating technology into the curriculum, thematic units, improving school climate, school-wide initiatives, or programmatic changes.

#### **Participants:**

The project-based model can be an individual or group process. When it is an individual project, the educator specifies with whom he/she will share the results of his/her work. When it is a group project, there is a built-in process for collaboration and review as the project is implemented and evaluated.

#### **Approach:**

Project-based appraisals allow educators to investigate the effects of specific projects and refine them for either continued or expanded use. These structured initiatives can be classroom-based, school-based, or district-wide and must have a definite beginning and end.

#### **Step 1**

Identify specific project.

#### **Step 2**

Determine whether individual or group project. If project is to be done by an individual, identify collegial support.

#### **Step 3**

If project is to be done by a group, establish mission, mutual expectations, group processes, and evaluation criteria for team effectiveness.

#### **Step 4**

Define individual goals, set activities and timelines for achieving them, and criteria for evaluating effectiveness.

#### **Step 5**

Meet with administrator to present *Model Proposal Worksheet*, consider feedback, and come to a mutual agreement.

#### **Step 6**

Activate plan.

#### **Step 7**

Collect and analyze data and present conclusions.

#### **Step 8**

Complete *Year-End Report* and meet with principal/supervisor to share results.

#### **Step 9**

Administrator submits *Year-End Report* to Human Resource Department.

\*Suggested activities may include needs surveys, review of relevant literature, practicing reflective techniques, study groups, review of pre-existing data, and workshop attendance.

## **Action Research/Self Study**

#### **Description:**

The intent of Action Research is to provide teachers and other educational professionals with a structure for systematic, collaborative research to improve their practice and ultimately student performance. Action research involves a group of educators (or an entire staff) identifying a problem they wish to address, collecting and analyzing relevant data,

and changing their practices based on their findings.

**Participants:**

This model is especially appropriate for educators who have already identified an educational issue or question which is of particular interest or significance in their own classroom or entire school. It requires that educators set aside time to meet on a regular basis to decide on a focus for their research, conduct the study, analyze their findings and choose ways to improve their teaching as a result of their findings. This model is flexible enough to apply to whole school improvement and restructuring efforts, or to small groups of educators who want to meet in study groups to learn more about an instructional strategy or educational innovation. It also allows for an individual to choose an area of study that is relevant to his or her own professional practice and growth.

**Approach:**

**Step 1**

If appropriate, identify and invite colleagues to participate in the research process

**Step 2**

Identify potential areas of learning and improvement and reach consensus on goals

**Step 3**

Determine which resources will be used for the research process, (e.g., books, journal articles, classroom observations, peer consultation, videos, etc.)

**Step 4**

Create a plan for meeting regularly and collecting data.

**Step 5**

Meet with administrator and present *Model Proposal Worksheet*, consider feedback, and come to a mutual agreement.

**Step 6**

Collect data from a variety of sources, including readings, observations, surveys, interviews, and observations.

**Step 7**

Analyze and interpret data.

**Step 8**

Take action to implement changes in practice based on learning.

**Step 9**

Complete *Year-End Report* and meet with principals/supervisor to share results.

**Step 10**

Administrator submits *Year-End Report* to Human Resource Department.

District Connection - Staff Evaluation - Model Proposal Worksheet

https://home.asdk12.org/

Logged in as JANE DOE

Home | Help | Report Errors | Personal Options | Log Out

**Model Proposal Worksheet**

Printer Friendly

Last Name	First Name	M	Evaluation Status
DOE	JANE		This evaluation is currently in <b>New</b> status.

**Select a Model**

Collaborative Professional Portfolio Model  
 Study Group Model  
 Project-Based Learning Model  
 Action Research/Self Study

**Add Evaluations Participants**

Select the participant's name in the appropriate list and use the **ADD** and **REMOVE** buttons to create your list of participants.

-- No Selection --

	Add		Remove
BROWN, DAN	➔	DOE, JANE	⬅
JONES, ERIC	➔		⬅
JONES, SALLY	➔		⬅
SMITH, SUSAN	➔		⬅

**TIP**

Write your responses in a word processor or text editor like Microsoft Word, rather than typing directly into these text boxes. Then copy and paste from your saved document into the web form. You'll be able to spellcheck your work and you'll always have a backup!

What specific standards and goals will be addressed?

How will this goal benefit my students?

What is my plan for professional growth?

How will I incorporate collegial support?

To submit a performance appraisal plan using one of the models, please provide the following information. Please be as specific in your descriptions and explanations as possible. Groups submitting plans should specify, where possible, individual responsibilities.

**Plan**

Describe procedure for implementing goals. What are the activities in which you will be participating?

**Evidence**

Explain how you or your group will document progress toward meeting the goals and standards. What indicators will you use?

**Save Your Work**

Select your save option, then click the "Save Evaluation" button below.

Save as ...

**Draft Version**  
The evaluation will still be available only to you for editing.

**Evaluator Review**  
Notify supervisor(s) that the model proposal worksheet is available for review. The evaluation will still be available to you for editing.

**Finalize**  
Notify supervisor(s) that the model proposal worksheet is completed and available for comments. The evaluation will no longer be available to you for editing.

Save Evaluation

- [Forms Library](#)
- [Phone Book](#)
- [District News](#)

**Secure Applications**

- [Address Boundary](#)
- [Administration](#)
- [Assessment Database](#)

- [Attendance](#)
- [ASD Volunteer Nominations](#)
- [Equal Employment Opportunity](#)

- [StaffAdmin](#)
- [Events Calendar](#)
- [Facilities and Maintenance Work Order Requests](#)

- [Forms and Pubs Library](#)
- [Human Resources](#)
- [Computer Inventory](#)

- [Kindergarten Admin](#)
- [Mail System Reports](#)
- [MAXIMO Split Time Entry](#)

- [NovusHR](#)
- [OASIS](#)
- [Olap Reporting Test](#)

- [Payroll](#)
- [PE Waiver Test](#)
- [Communications](#)

- [Purchasing](#)
- [Reading Intervention Survey](#)
- [Reading Intervention Survey Report](#)

## Educator Year-End Report

[Printer Friendly](#)

<b>Last Name</b>	<b>First Name</b>
LE	QUYNH
<b>Work Location</b>	
INFORMATION TECHNOLOGY	

**Report Status**  
This Report is currently in **New** status.

**Position:**

**Standard Selected:**

**Model Selected:**

**TIP**  
 Write your responses in a word processor or text editor like Microsoft Word, rather than typing directly into these text boxes. Then copy and paste from your saved document into the web form. You'll be able to spell-check your work and you'll always have a backup!

Each tenured teacher, regardless of the performance appraisal model, must complete the Year-End Report due in the Personnel Department at the end of the school year.

Narrative: Provide a summary of professional development activities and an assessment of the effectiveness of your plan. Describe your goals and the process you used to accomplish it. Examples of how students were involved in this process or the benefits to students experienced are to be included

Explain how you incorporated collegial support/input into your project?

Anchorage School District  
CERTIFICATED EMPLOYEE EVALUATION DOCUMENT—AEA

# Input forms

All educators, parents and students and community members will be given the opportunity to provide annual input to the supervisor regarding the educator's performance. District approved input forms may be used for this purpose. In addition, educators may solicit input on their own, regarding themselves, as part of a self-improvement effort.

When the input information has been compiled, a summary sheet will be given to the educator. Original input forms are stored/held for teachers on Plans of Improvement or in other cases where the district may have need. Otherwise they are typically destroyed.

Upon request, an educator is entitled to copies of all information used in the evaluation including copies of input forms. Should an administrator receive a complaint against the educator which indicates possible performance concerns, that information must be shared with the educator immediately so that attempts to correct the possible concerns may take place promptly.

Samples of input forms are contained in this section. The Assessment and Evaluation department annually prepares, distributes and supervises collection, collation and redistribution of the input forms. Any questions regarding the input process may be directed to the Assessment and Evaluation Department.

## Teacher, Parent and Student Input

1. All teachers, parents and student will be given the opportunity to provide input to the supervisor regarding the educator's performance.
2. Input will be invited annually.
3. The district and AEA will collaboratively develop a form to be distributed by all schools to parents and teachers. In addition, educators may solicit input on their own as part of a self-improvement effort.
4. Procedures for student input will be as follows:
  - a. Surveys will be distributed by the teacher on a schedule established by the district.
  - b. A student will be designated to collect the forms and return them to the principal's office.
  - c. Forms will be scanned by the district with a final report given to the principal/supervisor for review prior to completion of the evaluation.
  - d. Two surveys will be developed for student use: third grade through sixth grade and seventh through twelfth grade.
  - e. Surveys will be coded to ensure that information received is properly assigned to the educator being evaluated.
  - f. Student surveys will be confidential and not personally identifiable.
5. Procedure for parent and community input will be as follows:
  - a. A district-wide survey will be made available to parents of all student enrolled in the Anchorage School District. Community input forms will be available at all school sites and the Administration Building.
  - b. Surveys will be distributed in accordance with an annual district plan. Both written and online surveys will be acceptable methods of acquiring input.
  - c. Forms will be scanned by the district with a final report given to the principal/supervisor for review prior to educator evaluation completion.
  - d. Surveys will be coded to ensure that information received is properly assigned to the educator being evaluated.
  - e. Parent surveys will be confidential and not personally identifiable.
  - f. Parents will also have the opportunity to provide ongoing feedback through parent teacher conferences, citizen complaint forms, and conferences with the supervisor whenever the parent determines a need to discuss concerns. Information generated through these processes will be personally identifiable.
6. Procedures for collegial input
  - a. A district survey will be available in each school for educators who wish to provide input to the supervisor about the performance of other educators.
  - b. Forms will be returned to the building principal/supervisor for review prior to educator evaluation completion.
  - c. Collegial input may be informally received throughout the year.
7. All input will be made available to the principal prior to February 15 for non-tenured educators and May 15 for tenured educators, to be shared with the teacher.

## SAMPLE ELEMENTARY LETTER

Dear Parent/Guardian:

Anchorage teachers and principals are working hard to provide the best possible education for all of our children. You can help by telling us what we are doing well and what we might be able to improve.

Our Anchorage School Board has set standards for employee performance that are published in the Anchorage School District Certificated Employee Evaluation Document. The attached forms were developed with the help of parents and include specific questions keyed to the ASD standards. There is also open space on the back of the forms for you to add your own comments. Please take a few minutes of your time to provide input into the evaluation of the principals, teachers, and other certificated staff who work with your student.

Parents suggested that we simplify the process that we used during the past two years. You will notice that the forms are changed. The questions are less complex and include fewer items. There are also individual forms for teachers and principals.

Two forms are included for teacher/librarians/counselors/etc. and one form is included for the principal. The names of the certificated staff and identification numbers for each staff member are included on the back of this letter. Write the name of the school and the individual you are discussing on the top of the form. Then please write the code number for the individual and bubble in the code in the "ID Number" grid area of the form. This will help us get the information back to the proper teacher or principal.

Additional forms for teachers and principals are available at the office of your school or from the receptionist in the lobby of the Anchorage School District Office, 4600 DeBarr Road. Forms to provide input to the evaluation of Central Office Staff may also be obtained at these sites. If you would prefer, the Assessment and Evaluation Department will mail you additional forms if you call 787-3829 with your name and mailing address.

Your input is anonymous unless you add your name to the form. Written comments will be provided to the supervisor of the individual that you have identified on the form. The supervisor will share the written comments about the individual.

Take a few minutes to provide us with your rating of how we are doing. For your comments to count as part of the evaluation process, you have to mail them back by April 28.

Please help us make our Anchorage schools even better.

Sincerely,

Carol Comeau,  
Superintendent

## SAMPLE SECONDARY LETTER

Dear Parent/Guardian:

Anchorage teachers and principals are working hard to provide the best possible education for all of our children. You can help by telling us what we are doing well and what we might be able to improve.

Our Anchorage School Board has set standards for employee performance that are published in the Anchorage School District Certificated Employee Evaluation Document. The attached forms were developed with the help of parents and include specific questions keyed to the ASD standards. There is also open space on the back of the forms for you to add your own comments. Please take a few minutes of your time to provide input into the evaluation of the principals, teachers, and other certificated staff who work with your student.

Parents suggested that we simplify the process that we used during the past two years. You will notice that the forms are changed. The questions are less complex and include fewer items. There are also individual forms for teachers and principals.

Three forms are included for teacher/librarians/counselors/etc. and two forms are included for principals/assistant principals. The names of the certificated staff and identification numbers for each staff member are included on the back of this letter. Write the name of the school and the individual you are discussing on the top of the form. Then please write the code number for the individual and bubble in the code in the "ID Number" grid area of the form. This will help us get the information back to the proper teacher or principal.

Additional forms for teachers and principals are available at the office of your school or from the receptionist in the lobby of the Anchorage School District Office, 4600 DeBarr Road. Forms to provide input to the evaluation of Central Office Staff may also be obtained at these sites. If you would prefer, the Assessment and Evaluation Department will mail you additional forms if you call 787-3829 with your name and mailing address.

Your input is anonymous unless you add your name to the form. Written comments will be provided to the supervisor of the individual that you have identified on the form. The supervisor will share the written comments about the individual.

Take a few minutes to provide us with your rating of how we are doing. For your comments to count as part of the evaluation process, you have to mail them back by April 28.

Please help us make our Anchorage schools even better.

Sincerely,

Carol Comeau,  
Superintendent

## Community Input Into ASD Employee Evaluation

Dear Anchorage Community Member:

The Anchorage School District is committed to high quality instruction for all students. This is your opportunity to provide a written comment on the performance of a teacher or an administrator (principal or central office). Please take a moment to share your feelings with the individual's supervisor.

What you write will be used as input into the evaluation process and may be shared with the person that is evaluated.

Please return your comment to the Assessment and Evaluation Department via the U. S. Mail (postage required) or drop off at any school for mailing through the District mail system. In either case, please fold the sheet so that the mailing address is visible and tape the form closed.

Thank you for your help. You may add additional sheets if necessary if your comments go beyond the space provided.

Person about whom comments are made: \_\_\_\_\_ Person's school or work location

1) What has worked well this year and pleased you about this person's performance?

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2) What has not worked so well and might need improvement?

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3) What specific suggestions do you have to make things better?

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Name (Optional) \_\_\_\_\_ Phone (Optional)

Anchorage School District  
CERTIFICATED EMPLOYEE EVALUATION DOCUMENT—AEA

# Rubrics

## What they are and how they should be used.

Revised June 1999

Principals and supervisors sometimes need guidance on how best to differentiate between levels of educator performance so that they might more easily and consistently respond to questions they receive. Such guidance is also useful in promoting consistency in the use of the common ratings. Some measure of consistency in the application of adopted performance standards helps to strengthen the entire evaluation system and build confidence among those affected by the use of the established rating scale. That consistency should exist within an acceptable range of variation. Absolute consistency is neither desirable nor expected.

The evaluation process rests very heavily upon the judgment of assigned supervisors. That judgment is affected by experience, technical expertise, school culture and goals, community expectations and many other variables. We rely on the quality of judgment principals and supervisors bring to their assignments. We also rely on and value diversity of professional opinion. Without question, principals may reach different conclusions about the quality of educator performance they observe. We do not expect all educators to perform the same way or at the same level of effectiveness. Indeed, we celebrate the variety of educator “styles” available to students and to parents. It is seldom that two educators will evaluate the performance of a student in exactly the same way, despite general adherence to standards and expectations defined for students.

Recognizing that variation in application of adopted standards is expected, we have prepared a set of rubrics. The rubric is an important element of the evaluation system. It is a carefully designed ratings chart that is established by reference to the adopted content and performance standards. While it is unreasonable to suppose there will ever be a rubric that eliminates subjectivity and judgment, use of rubrics helps both the evaluator and teacher to understand what is expected and how it will be determined if what is expected has been demonstrated. No useful performance evaluation tool for employees will ever be entirely objective. We can’t evaluate teachers using a multiple choice test format. Teaching is a complex endeavor with strong technical, conceptual, and

interpersonal requirements. Judging how those requirements are satisfied, with respect to particular performance standards, requires skill and judgment. A simple “answer key” won’t do.

Along one side of the rubric are listed the standards that the School Board has announced are the expectations for teachers in this district. The content standards are broad and address general expectations. The performance standards listed in the rubric are more specific and help to clarify expectation.

The rubric attempts to clarify the particular differences in performance within the standards that illustrate what qualifies as exceptional (exceeds standard) or proficient (meets standard) or deficient (plan of improvement). The rating “Professional Support Needed” is cautionary and falls somewhere between proficient and deficient.

Across the top of the rubric are listed the rankings that will be used to assess how well teachers have performed, by reference to the standard. Unlike a traditionally assigned, generalized ranking, the rubric helps the supervisor and teacher understand in greater detail the sort of performance which the evaluation system hopes to foster.

# Anchorage School District Teacher Evaluation Rubrics

## STANDARD 1:

### A TEACHER ARTICULATES AND APPLIES A PERSONAL TEACHING PHILOSOPHY

PERFORMANCE LEVELS				
	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Professional Support Needed</b>	<b>Plan for Improvement Required</b>
<b>Articulates teaching philosophy and beliefs</b>	Philosophy is well-formulated and thoughtfully developed, is based on beliefs and current research on how children learn and develop, and is clearly communicated to others.	<b>Philosophy is grounded in beliefs, is based on current trends, and can be articulated to others.</b>	Philosophy is communicated in only a very basic way and is not supported by current research.	Philosophy cannot be articulated in any meaningful way.
<b>Engages in self-examination</b>	Continually engages in thoughtful and accurate self-examination of teaching effectiveness based on achievement of lesson goals and on student learning; demonstrates a broad repertoire of skills; offers specific alternative lessons; understands the probable success of different approaches, and modifies practices continually to be more effective.	<b>Accurately assesses a lesson's effectiveness and the extent to which instructional goals were met; makes a few specific suggestions of what may be tried another time; is able to discuss student learning in relation to standards for the purpose of improving student performance.</b>	Has difficulty assessing the success of a lesson; is not clear about lesson goals and can make few if any suggestions about how to improve it.	Does not know if a lesson was effective OR seriously misjudges the success of a lesson; has no suggestions for how a lesson may be improved another time.
<b>Understands and describes how beliefs and practices are tied to current research on effective practices</b>	Engages in extensive and ongoing reading, research, and professional development on effective practices; articulates clearly and accurately how effective practices are tied to teacher's philosophy and beliefs, and how these direct the teaching process. This dialogue includes both vertical and horizontal articulation in relation to student content and performance standards.	<b>Is knowledgeable about current instructional methodology and standards; can explain in a general way how beliefs and practices are supported by current research.</b>	Displays little knowledge of current methodology; has difficulty articulating and demonstrating how beliefs and practices are tied to research. Occasionally there is talk about how to better enable students to meet academic standards, however the level and frequency of these conversations is minimal.	Unable to describe how beliefs and practices are tied to current research on teaching, learning and student standards.

# Anchorage School District Teacher Evaluation Rubrics

## STANDARD 2:

### A TEACHER APPLIES KNOWLEDGE OF HOW STUDENTS LEARN AND DEVELOP

PERFORMANCE LEVELS			
Exceeds Standard	Meets Standard	Professional Support Needed	Plan for Improvement Required
<p><b>Accurately identifies and teaches to developmental ability of students</b></p>	<p>Displays extensive knowledge of appropriate developmental characteristics of age group; can identify the extent to which individual students follow this pattern; easily adjusts instruction to accommodate the range of developmental needs in the classroom; continually modifies instruction to enhance individual student progress toward standards.</p>	<p><b>Demonstrates an understanding of appropriate developmental characteristics of age group, as well as exceptions to general patterns; displays ability to apply learning theory in order to modify instruction to meet the identified needs of the group; modifies instruction to reflect student progress toward standards.</b></p>	<p>Displays some knowledge of developmental characteristics of age group; does not consistently plan and adjust instruction to accommodate individual needs of students or student progress toward meeting standards.</p>
<p><b>Demonstrates understanding and application of learning theory</b></p>	<p>Articulates clearly how students acquire new knowledge by building on existing learning; skillfully structures instruction to achieve maximum learning using a standards based approach.</p>	<p><b>Understands basics of learning theory; designs and implements instruction to promote learning using a standards-based approach.</b></p>	<p>Is unable to clearly articulate the fundamentals of learning theory; does not structure teaching to promote maximum understanding using a standards-based approach.</p>
			<p>Lacks understanding of characteristics of age group; does not demonstrate effective instruction based on student developmental needs or student progress toward standards.</p>
			<p>Demonstrates no understanding of current learning theory OR does not indicate that such knowledge is valuable; does not base instruction on how students learn, using a standards based approach.</p>

# Anchorage School District Teacher Evaluation Rubrics

## STANDARD 3: A TEACHER RESPECTS INDIVIDUAL AND CULTURAL DIFFERENCES

		PERFORMANCE LEVELS			
		Exceeds Standard	Meets Standard	Professional Support Needed	Plan for Improvement Required
<b>Demonstrates belief that all students can learn by having high expectations for each learner</b>	Sets high expectations for the learning of all students, including those with special needs; students and teacher establish and maintain, through planning of learning activities, interactions, and the classroom environment, high standards for teaching and learning. Instruction is routinely differentiated for individual student progress toward meeting state and district standards.	<b>Instructional goals and activities, interactions, and the classroom structure convey high expectations for individual student progress toward meeting academic standards.</b>	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Demonstrates minimal or low expectations for student achievement; students are not motivated and challenged to succeed.	
<b>Identify and use strategies and resources appropriate to individual student needs</b>	Utilizes extensive knowledge of student needs and various approaches to teaching and learning in instructional planning; designs a wide range of instructional goals that are flexible and challenging for a broad diversity of students; student learning styles, modalities and "multiple intelligences" are taken into account for maximum learning.	<b>Demonstrates knowledge of the different ways students learn; designs instruction to challenge the greatest number of students; curriculum is flexible to accommodate different learning styles. Adjustment of instruction is based on desired results of student learning toward meeting the standards.</b>	Demonstrates a limited repertoire of teaching strategies and resource knowledge appropriate to meet individual student needs; many students "fall through the cracks." Individual student attainment of standards is not addressed.	Places little value on individualizing instruction for students to meet specific learning needs; demonstrates little or no ability to do so. Instruction is based on textbook or curriculum sequence with little or no adjustment to help students meet standards.	

*Standard 3 continued on next page.*

# Anchorage School District Teacher Evaluation Rubrics

## STANDARD 3: A TEACHER RESPECTS INDIVIDUAL AND CULTURAL DIFFERENCES

PERFORMANCE LEVELS			
Exceeds Standard	Meets Standard	Professional Support Needed	Plan for Improvement Required
<p><b>Incorporates characteristics of culture into strategies for learning</b></p>	<p>Demonstrates a thorough knowledge of how cultural differences in students may affect their individual learning and social development; places a high value on appreciation of diversity; takes advantage of many opportunities to naturally integrate cultural learning into the curriculum.</p>	<p><b>Demonstrates an understanding of cultural differences; provides opportunities for students to learn about and appreciate each other.</b></p>	<p>Recognizes in a limited way the value of understanding students' interests or cultural heritage; seldom displays this knowledge, and then does so only for the class as a whole.</p>
<p><b>Promotes positive self-concept in students</b></p>	<p>Demonstrates genuine caring and respect for individual students; students exhibit respect for the teacher as both an individual and a teacher; class structure and instructional practices support fairness and success, as well as, genuine caring for one another as individuals. Students receive specific feedback regarding their own individual progress toward meeting academic standards.</p>	<p>Teacher-student interactions are friendly and demonstrate general warmth, caring and respect; interactions are appropriate to developmental and cultural norms; students exhibit respect for the teacher, and student interactions are generally polite and respectful. Teacher-student interactions also include feedback regarding individual progress in meeting standards.</p>	<p>Promoting positive self-concept is a low priority; teacher interaction with students is often negative, demeaning, sarcastic, or inappropriate to the age of the students; students exhibit disrespect for the teacher and for other students; students do not feel successful at school. There is no information given in regard to standards.</p>

# Anchorage School District Teacher Evaluation Rubrics

## STANDARD 4: A TEACHER KNOWS THE CONTENT AREA AND HOW TO TEACH IT

PERFORMANCE LEVELS			
Exceeds Standard	Meets Standard	Professional Support Needed	Plan for Improvement Required
<p><b>Demonstrates knowledge of content and Anchorage School District curriculum</b></p>	<p>Demonstrates broad and up-to-date knowledge of content and district curriculum and student content and performance; standards; understands subject area relationships, central concepts, and inquiry tools; instruction is based on current professional / content research; anticipates problems and easily makes accommodations as required.</p>	<p><b>Demonstrates solid knowledge of subject area, curriculum, and standards; understands content relationships, central concepts, and inquiry tools; instruction is based on current professional/content research.</b></p>	<p>Demonstrates very basic knowledge of content, of curriculum and of standards; understands some central concepts and inquiry tools; some learning activities are suitable for both students and instructional goals.</p>
<p><b>Designs the instructional program</b></p>	<p>Demonstrates little understanding of content, as well as district curriculum and standards; most learning activities are not suitable for either students or instructional goals.</p>	<p>Instructional goals and objectives are consistently clear, focus on student learning and achievement of standards, and the end result is complete and coherent; directions, procedures, and content are appropriate for and clear to all students; language—both oral and written—is correct and effective. The planning often includes provision for the use of technology where appropriate. Plans routinely provide for instruction to meet the needs of students with varied ability levels.</p>	<p><b>Instructional goals and objectives are generally clear, appropriate for student learning, and the end result is appropriate content progression and student progress toward the standards; directions, procedures and content are appropriate for and clear to most students; language--oral and written-- is correct. The planning may include provision for the use of technology where appropriate. Plans often provide for instruction to meet the needs of students with varied ability levels.</b></p>
	<p>Instructional goals and objectives are not supported by the activities; procedures, directions, and content are usually made clear only after student confusion is expressed; language may contain errors. There is little infusion of technology into lesson planning.</p>	<p>Instructional goals and objectives are unclear; directions, procedures, and content are confusing to the students; incorrect use of language is common. There is no inclusion of technology in lesson planning.</p>	

*Standard 4 continued on next page.*

# Anchorage School District Teacher Evaluation Rubrics

## STANDARD 4: A TEACHER KNOWS THE CONTENT AREA AND HOW TO TEACH IT

PERFORMANCE LEVELS			
Exceeds Standard	Meets Standard	Professional Support Needed	Plan for Improvement Required
<p><b>Establishes the relevancy of the program to students</b></p>	<p>Clearly demonstrates and articulates how content relates and applies to instructional activities, life, work and community; instruction consistently displays awareness of the relevance of Alaska's history, geography, economics, government, languages, traditional life cycles and current issues.</p>	<p><b>Often demonstrates the subject's importance and relation to life situations; instruction generally reflects awareness of Alaska's unique characteristics.</b></p>	<p>Does not consistently demonstrate an understanding of the subject's relationship to life situations; may have difficulty articulating relevance.</p> <p>Does not help students make the connection between the instructional goals and what they are learning; is unable to explain the connections.</p>
<p><b>Uses instructional time effectively</b></p>	<p>Instructional plans and non-instructional routines are well-organized and clearly communicated so that all students understand them; routines for duties are well established and effective; lessons provide for smooth transitions and optimum use of class time. The teacher models effective teaching, using proven strategies, for maximum student achievement in each lesson.</p>	<p><b>Instructional plans and non-instructional routines are clearly communicated so that students understand them; class time is well utilized. The teacher generally models effective teaching, using proven strategies, for maximum student achievement in each lesson.</b></p>	<p>Instructional plans and/or non-instructional duties may not be clearly explained to students; teaching and/or learning time may be lost while duties are performed or when lessons call for a change in class activity. Lessons do not routinely reflect a structure that establishes a mindset tied to previous instruction or closure.</p> <p>Teaching and learning time is frequently wasted; instructions are confusing; there are few or no established routines.</p>

# Anchorage School District Teacher Evaluation Rubrics

## STANDARD 5: A TEACHER FACILITATES, MONITORS, AND ASSESSES STUDENT LEARNING

PERFORMANCE LEVELS				
Exceeds Standard	Meets Standard	Professional Support Needed	Plan for Improvement Required	
<p><b>Facilitates student learning</b></p>	<p>Makes extensive and creative use of a variety of educational resources, including available technology, to carry out the district's instructional program and achieve student learning goals; learning activities engage all students and facilitate success for all. Student learning and performance guide all instruction, with district curriculum and standards being the primary source for establishing learning goals.</p>	<p><b>Uses a wide variety of educational resources, including available technology to meet the districts instructional program goals; lessons engage most student and facilitate success.</b></p>	<p>Uses some educational resources and may use available technology; lessons are moderately effective in facilitating student success.</p>	<p>Unlikely to use a variety of available educational resources OR uses them ineffectively.</p>
<p><b>Monitors student learning</b></p>	<p>Consistently demonstrates through regular student self-evaluation and student assessment that instructional goals provide for the expected learning range (factual, conceptual...) dictated by the student level, the district curriculum, and content. The teacher uses projects, independent work, anecdotal records, other performance measures, and tests to evaluate student performance and guide instruction. Record-keeping is current, accurate and useful.</p>	<p><b>Shows through student self-evaluation and student assessment that instructional goals provide a balance between information, practice and application; learning activities are adjusted when necessary. The teacher uses projects, independent work, anecdotal records and tests to evaluate student performance.</b></p>	<p>Self-evaluation and/or student assessment are not consistently used to maintain appropriate balance between information, practice and application. Teacher is not consistent in the use of multiple tools to assess student progress.</p>	<p>Demonstrates a limited knowledge of multiple assessment tools, and uses few consistently or effectively. Does not check for or adjust lessons to maximize student learning.</p>

*Standard 5 continued on next page.*

# Anchorage School District Teacher Evaluation Rubrics

## STANDARD 5:

### A TEACHER FACILITATES, MONITORS, AND ASSESSES STUDENT LEARNING

PERFORMANCE LEVELS				
Exceeds Standard	Meets Standard	Professional Support Needed	Plan for Improvement Required	
<p><b>Uses assessment as a tool for teaching</b></p>	<p>Assessments are developed as a part of unit design prior to instruction; results of assessment of performance standards are the basis for instruction and are used to build a shared understanding with students of what they should know and be able to do as a result of instruction. Teacher utilizes assessment techniques that are appropriate to goals, measure understanding of content and higher-level learning, involve students in setting standards, and that provide opportunities for students to measure their achievement in relationship to the standards.</p>	<p><b>Regularly assesses students' progress using a variety of tools that measure achievement in both content and higher-level thinking; assists students in self-evaluation. Results of assessment relative to the standards are the basis for instructional planning and are used before instruction begins to build a shared understanding with students of what they should know and be able to do, and are used to evaluate overall student progress toward meeting the standards.</b></p>	<p>Provides for student assessment but may not measure beyond understanding of content OR may not use the tools to help students understand individual achievement. This assessment occurs after instruction and is used to evaluate student progress toward meeting standards.</p>	<p>Does not use student assessment as a learning tool. Assessments are used only to justify student grades.</p>
<p><b>Keeps parents and students informed of student progress</b></p>	<p>Is proactive in creating and maintaining regular and effective two-way communication with students and parents; records are accurately maintained; reports are coherent, frequent, facilitate excellent communication, and promote student learning.</p>	<p><b>Maintains appropriate two-way communication with students and parents; records are accurately maintained and sent to appropriate audiences in a useful format and in a timely way.</b></p>	<p>Maintains required records; does not consistently communicate progress with students and parents in a timely fashion.</p>	<p>Does not maintain accurate student records OR does not regularly communicate progress to students and parents</p>

# Anchorage School District Teacher Evaluation Rubrics

## STANDARD 6: A TEACHER CREATES AND MAINTAINS A LEARNING ENVIRONMENT FOR STUDENT ENGAGEMENT AND CONTRIBUTION

		PERFORMANCE LEVELS			
		Exceeds Standard	Meets Standard	Professional Support Needed	Plan for Improvement Required
<b>Creates an optimum learning environment</b>		Fosters and creates, through collaboration with students, a stimulating, inclusive, and safe learning environment; maximizes potential for equal learning opportunities for each student.	<b>Fosters and creates a stimulating, inclusive, safe, and equitable learning environment.</b>	Maintains a safe learning environment but it may not foster inclusiveness or enthusiasm for subject or learning.	Does not provide a safe learning environment, conducive to learning.
<b>Establishes high expectations for students</b>		Establishes high academic expectations that are communicated clearly to students and parents; effectively and consistently demonstrates that district and state student content and performance standards establish the basis for instruction and learning. What students know and are able to do is the primary focus of the instructional program. Can demonstrate that the class understands the importance of setting challenging standards while maintaining a positive learning environment.	<b>Establishes high academic expectations that are communicated clearly to students and parents; most students are consistently engaged at differentiated levels in order to meet standards.</b>	Establishes expectations that may not be challenging to all students, understood by each student, or reflective of differentiated curriculum.	Evidence of low expectations for students is observed.

*Standard 6 continued on next page.*

# Anchorage School District Teacher Evaluation Rubrics

## STANDARD 6:

### A TEACHER CREATES AND MAINTAINS A LEARNING ENVIRONMENT FOR STUDENT ENGAGEMENT AND CONTRIBUTION

PERFORMANCE LEVELS			
Exceeds Standard	Meets Standard	Professional Support Needed	Plan for Improvement Required
<p><b>Utilizes strategies that promote learning</b></p>	<p>Teacher demonstrates an extensive knowledge of a variety of instructional strategies to maximize learning for all students, regardless of abilities. Learning strategies include directed discussions and consistently high quality questions that lead to thoughtful synthesis, analysis and student generated questions. Appropriate cooperative learning strategies are also among the techniques used to foster student engagement and learning.</p>	<p><b>Instruction is varied and promote achievement of standards. Learning strategies include discussions and questioning that promote learning, as well as cooperative learning techniques; student participation and responses indicate individual understanding of content and or concept.</b></p>	<p>Instruction may include discussions and/or questions but may not elicit an indication of student understanding OR discussions involve only some students OR only some students are given a chance to respond to questions. A limited number of effective strategies are used; some students' needs are not met.</p>
<p><b>Demonstrates effective classroom management skills</b></p>	<p>Sets appropriate expectations for behavior in the classroom, which may be developed collaboratively, and are in compliance with district standards; expectations and procedures are clearly explained to students and parents; management techniques provide consistent, fair and appropriate response to student behavior, are flexible, and foster respect and responsibility on the part of individual students. The teacher demonstrates mobility in each class in order to monitor student behavior and academic work. The academic program is interesting and relevant and supports effective student engagement and motivation.</p>	<p><b>Plans and uses a variety of classroom management techniques that assist students in developing respect for others and individual responsibility for learning; management techniques provide for consistent, fair and appropriate response to student behavior; understands District and school rules and discipline procedures. The teacher demonstrates mobility in each class in order to monitor student behavior and academic work. The teacher's program keeps students engaged during the time allotted for instruction.</b></p>	<p>Instruction does not regularly include discussion or questioning strategies that indicate individual understanding or progress toward standards.</p> <p>Uses management techniques that do not consistently assist students in developing individual responsibility for learning and behavior; understands District and school discipline procedures but response to student behavior is inconsistent or inappropriate. The teacher demonstrates little use of proximity in each class in order to monitor student behavior and academic work. Methods for keeping students engaged are often ineffective.</p> <p>Classroom management does not encourage student responsibility; may not reflect District and school discipline procedures; response to student behavior is inconsistent or negative and counterproductive. The teacher rarely moves physically to monitor student behavior and academic work.</p>

# Anchorage School District Teacher Evaluation Rubrics

## STANDARD 7: A TEACHER WORKS AS A PARTNER WITH PARENTS, FAMILIES AND WITH THE COMMUNITY

PERFORMANCE LEVELS				
Exceeds Standard	Meets Standard	Professional Support Needed	Plan for Improvement Required	
<p><b>Promotes partnership and maintains regular communication between classroom and student's family</b></p>	<p>Provides regular information to parents about the instructional program and their own child's progress; parental concerns are handled promptly with sensitivity and professionalism.</p>	<p><b>Provides regular information about instructional program; is available as needed to respond to parental concerns.</b></p>	<p>Participates in the school's activities for parent communication but offers little additional information; parental concerns are only partially be addressed, with little or no follow-up.</p>	<p>Provides little or no information about the instructional program; does not respond or responds defensively or inappropriately to parental concerns.</p>
<p><b>Connects the instructional program with parents, family and community</b></p>	<p>Efforts to connect families and communities to the instructional program are frequent and successful. Those may include newsletters, curriculum "nights," conferences, phone calls, etc. Students are encouraged to contribute ideas that enhanced family or community participation. Students and their families understand what they are expected to know and be able to do and can articulate what it means to reach the standards. They can describe where they are in regard to identified standard and know what they need to do to achieve them.</p>	<p><b>Efforts to connect families and communities to the instructional program are successful. Students and their families know where students are and where they are going in terms of standards, performance requirements, and evaluative criteria.</b></p>	<p>Makes minimal attempts to connect families and community to the instructional program. Students and their families are unclear as to what is necessary to achieve meeting the standards.</p>	<p>Makes no attempt to connect families and communities to the instructional program OR such attempts are inappropriate. No information is shared in regards to standards.</p>

# Anchorage School District Teacher Evaluation Rubrics

## STANDARD 8:

### A TEACHER PARTICIPATED IN AND CONTRIBUTES TO THE TEACHING PROFESSION

PERFORMANCE LEVELS				
	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Professional Support Needed</b>	<b>Plan for Improvement Required</b>
<b>Maintains accurate records and appropriate oral and written communication</b>	System for maintaining information on students, lesson plans, reports and other data is well planned, current and useful; student participation in record-keeping is evident; oral and written communication is correct and professional in all areas.	<b>System for maintaining information on students, lesson plans, reports and other data is effective; oral and written communication is professional.</b>	System for maintaining student information, lesson plans, reports and other data is rudimentary and only partially effective; errors are evident in written or oral communication.	No system of record keeping, lesson plans, records or other data is evident OR the system is in disarray; significant problems are evident in written or oral communication.
<b>Enhances the District curriculum content and instructional strategies</b>	Solicits opportunities for diversified professional development, and involvement in district curriculum initiatives, and participates in continuous improvement efforts in the classroom.	<b>Solicits opportunities for professional development to enhance content and curriculum knowledge, and instructional skills.</b>	Participates in professional activities to a minimal degree; adheres to district curriculum inconsistently.	Engages in limited or no professional development activities to enhance knowledge or skill beyond certification requirements; does not follow or support district curriculum.
<b>Displays individual professional responsibility and decorum</b>	Demonstrates leadership role in school, team or departmental decision making and helps ensure that such decisions are based on the highest professional standards; high ethical standard of decorum is exhibited.	<b>Participates in school, team and department decision making with an open mind; is receptive to suggestions; models professional decorum.</b>	Decisions are based on limited considerations; exhibits minimal deference to professional decorum.	Decisions based on self-serving interests and is not open to suggestions; decorum is below acceptable standards.
<b>Participates in non-instructional duties</b>	Participates in school and district routines and duties, making a substantial contribution; assumes leadership roles in some aspects of district or school life.	<b>Participates in school and district duties and routines.</b>	Participates in routines and events inconsistently or only when specifically asked; minimal support for school and district is demonstrated	Avoids becoming involved in school and district routines.
<b>Establishes and maintains relationships with colleagues</b>	Displays and fosters supportive and cooperative interactions among colleagues; demonstrates initiative and leadership among staff.	<b>Displays and fosters supportive and cooperative interactions among colleagues.</b>	Maintains limited or selective supportive relationships with colleagues; may demonstrate negative relationships with colleagues.	Maintains negative or self-serving relationships with colleagues.

