

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

ASD MEMORANDUM #293 (2011-2012)

May 21, 2012

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: REVIEW OF COMPREHENSIVE TEACHER EVALUATION
PROCESS

ASD Core Value: *The district will foster a culture of high expectations.*

In response to a Board Directed Objective in spring 2011, Human Resources began an ongoing review of various teacher evaluation models and evaluation best practices incorporating student achievement.

A survey of district administrators was conducted in March, 2011 which encompassed the current process, evaluation instrument, and training needs. Areas generating considerable interest among District administrators included discussions related to effective teacher evaluation, a review of our current Alternative Model evaluation for tenured teachers, and support to improve teacher effectiveness in the classroom.

As a result, an evaluation review committee of principals has been meeting for the past year to review the District evaluation process and come forward with recommendations. The members of the principal committee are Diane Hoffbauer, Alaska Native Cultural Charter School, Barbara Nagengast, Homestead Elementary School, Brendan Wilson, Wendler Middle School, Heidi Packer, Bayshore Elementary School, Samuel Spinella, Chugiak High School, and Darrell Vincek, Bowman Elementary School.

In addition, the Anchorage Education Association Teacher Evaluation Committee has been meeting since May 2011, reviewing the ASD Evaluation process, evaluation instruments, and teacher evaluation rubrics. The members of

the teacher evaluation committee are Cindy Trawicki, Taku Elementary School, Mary Janis, Orion Elementary School, Erin Donohue-Boyer, Nunaka Valley Elementary School, Donna Williams, Wonder Park Elementary School, Joe Zawodny, Romig Middle School, Christine Scott, South Anchorage High School, Janet Rozema, Ocean View Elementary School, Jim Lepley, President, Anchorage Education Association, and Debbie Omstead, NEA-Alaska UniServ Director.

In September 2011 the Board adopted specific strategic initiatives to assist in an ongoing effort to maintain a high performing district: Strategic Initiative Five states that the District will “Develop a comprehensive model for staff evaluation based on classroom effectiveness. Purpose: To develop a comprehensive model for evaluation of classroom effectiveness, explicitly incorporating student achievement data and other evidence of academic outcomes, in the evaluation of instructional staff.”

Following Board direction, the principal and teacher evaluation committees have been working to revise and incorporate the explicit use of student achievement data and evidence of outcomes into the District evaluation process.

The State of Alaska Department of Education and Early Development (DEED) Teacher Quality meetings have been ongoing since winter 2010, with the focus for the last year being teacher evaluation. Though no final decision has been made by the State Board of Education and Early Development, the State DEED Teacher Quality Committee has recommended revisions to the state’s teacher evaluation systems.

The recommendations include nine criteria for teacher evaluation systems. These include the need for an evaluation system to be researched-based, inclusion of student data in evaluation, alignment to teacher and administrator state standards, addressing cultural standards, incorporating parent student input, teacher observation, principal training on the evaluation system, principal training on inter-rater reliability, and the incorporation of professional development designed for expected teacher growth. Attachment A goes into greater detail on the recommendations of the Teacher Quality Working Group.

If adopted, the State Board of Education and Early Development’s action will mean that the Anchorage School District would select one of several options. The first option would be an in-depth review and revision of the ASD evaluation system, bringing it into compliance with the State of Alaska adopted evaluation criteria.

However, an analysis will need to be conducted comparing our system's components with the criteria adopted by the State Board and a determination as to how our system meets state expectations. This could include field testing of various components, their reliability and connectedness to student achievement, and the effectiveness of the system in aligning professional development to teacher improvement. This option will require extensive time and resources associated with the necessary research and validation processes.

A second option would be to review the various commercial teacher observation and evaluation frameworks that are researched-based, aligned with professional development activities, and incorporate student achievement. The Teacher Quality Committee's recommendations identify the Charlotte Danielson Framework for Teaching, Robert Marzano's Framework for Effective Instruction and the Center for Educational Leadership's Five Dimensions of Learning as meeting the state's evaluation system requirements.

Commercially available integrated evaluation systems aligned with state standards, District goals, and incorporating a researched based evaluation framework (i.e. Danielson, Marzano, CEL), with an emphasis on inter-rater reliability have initial startup costs plus ongoing annual maintenance fees (per user fee). Adoption of any commercially available programs will have significant financial costs and should be factored into future budget considerations. Although no Requests for Information (RFI) have been made, based on comments by vendors, these costs could range from \$60,000 to \$500,000 per year. In addition to the ongoing annual maintenance costs associated with an integrated evaluation system, there is also the need for annual training to ensure continuity in the evaluation of educators. If it is determined that additional days are required beyond employees' regular work year to be trained in an integrated evaluation system, the costs for District-wide training are approximately \$100,000 per additional day for administrators and 1.5 million dollars per additional day for teachers.

The principal and teacher evaluation committees will continue working through the next school year reviewing various instructional improvement and evaluation programs and the newly adopted state evaluation criteria. It is anticipated that the committees will bring recommendations forward in the 2012-2013 school year to the administration. The administration will review all the information and schedule at least one to two work sessions with the School Board before a final recommendation is made for School Board approval.

In an effort to be responsive to the Board's interest in continued improvement, the teacher and principal evaluation committees are recommending to the administration a limited revision of the Anchorage School District Certificated Evaluation process.

The goal is to continue to move our evaluation process forward with a greater emphasis on the inclusion of student achievement and professional development, while at the same time monitoring possible changes to State regulations regarding Teacher Evaluation.

Included in Attachment B you will find the committees' recommendations to administration for revisions to the ASD Certificated Employee Evaluation process. The Evaluation documents include the Anchorage School District Teacher Evaluation Rubrics, which are designed to promote consistency in the use of common ratings by identifying specific indicators of performance within each teacher standard. Examples of exemplary, proficient, basic and unsatisfactory teacher behaviors are identified within each indicator.

In their recommendation, the teacher and principal evaluation committees have included revised rubrics with a greater emphasis on the inclusion of student achievement data in teacher evaluations.

The Professional Development Model Evaluation focus is teacher directed professional development for tenured teachers. Teacher developed professional development plans are reviewed and approved by school principals. The evaluation committees are recommending revision of this evaluation model to place a greater emphasis on school or district goals and the use of student data in the evaluation outcomes.

The Certificated Employee Evaluation Document (CEED) is the framework for the District's teacher evaluation system, incorporating the evaluation process, the various evaluation models utilized in the system, the process for teacher professional support, the plan of improvement intervention process, and the teacher evaluation rubrics. Attached is the committee's recommendation to the administration on a revised CEED. The intent is to have the revised evaluation procedures in place for the 2012-2013 school year.

Of course, any revision to our evaluation system is dependent on the State of Alaska Board of Education's anticipated decision. A tentative timeline for State Board action begins with the solicitation of public comment beginning in June

2012, adoption of proposed regulations in the winter of 2012, and required implementation occurring in 2013-2014.

The goal for any evaluation system is to improve educator effectiveness, which enhances student learning. The Principal and Teacher Evaluation committees fully recognize this as the first step in an ongoing effort to improve our evaluation process.

CC / TH

Prepared and Approved by: Todd Hess, Director,
Contract Administration

Attachments

Teacher Quality Working Group Recommendations to Alaska State Board of Education & Early Development

Background Information

The Teacher Quality Working Group [TQWG] brought together a variety of stakeholders from throughout the state who were interested in working on issues related to teacher quality in November, 2009. Since that time the group has addressed issues including teacher preparation, teacher certification requirements, Alaska studies and multicultural coursework, employment of teachers, as well as teacher and administrator evaluation and made recommendations to both the department and the State Board of Education & Early Development.

Based on recommendations from the TQWG, department staff has made changes to the Teacher Certification website. The district entrance to the Teacher Certification web site, allows district personnel to see the previous work history in the state for up to four years. Department staff worked with the group and a contractor to create an e-learning module for districts to use in their required training on evaluation.

Actions the board has taken in the area of teacher certification based on recommendations from the TQWG include: revising the renewal requirements for certification and further defining the requirements for Type M certification in Career and Technical Education. With regard to teacher preparation, the board adopted by reference the standards described in the Guidelines for Preparing Culturally Responsive Teachers for Alaska's Schools. Actions the board has taken with regard to employment of professional personnel include requiring districts to include on their employment applications inquiry into whether the teacher has held any previous teaching positions in Alaska. With regard to teacher evaluation, the board adopted regulations that require districts to make a copy of the form, template, or checklist that the district uses available to the public. This includes posting the form, template or checklist on a district website.

The Teacher Quality Working Group [TQWG] has described quality Alaska teachers:

Quality teachers model a love of learning, respect students and peers, and recognize the value of students as partners in the learning process.

Quality teachers establish and facilitate a culture of learning by engaging and inspiring students.

Quality teachers continuously evaluate student learning and reflect upon and refine their practice to meet the needs of all students.

Quality teachers support learning beyond the classroom by engaging and collaborating with families and communities in the education of their children.

Quality teachers enhance the profession of teaching through continuous professional growth, and maintain a high standard of professional ethics.

Following a request from the superintendent of a small, rural district and based on knowledge of the assurances the state had signed to obtain the State Fiscal Stabilization Funds that were pertinent to teacher and administrator evaluations, the TQWG focused their discussions and work from the 2010-2011 school year to the present, on teacher and administrator evaluations. The group began by reviewing the statutes and regulations regarding teacher and administrator evaluations.

They also looked at information on district evaluations provided as the result of a survey that was conducted on behalf of the department by the Alaska Comprehensive Center. Of the 53 districts in Alaska 44 responded to the survey. Items on the survey included the purpose of the district evaluation; the use of Alaska professional content and performance standards, evidence used in the evaluation of teachers and administrators, the levels of proficiency used in the evaluation system.

A wide variety of resources were used throughout the TQWG meetings. Charlotte Danielson's Framework for Teaching was introduced by Tim Peterson, Kenai Peninsula Borough School District Assistant Superintendent. As the group continued to examine models, Mr. Peterson served as a resource to the group. Gerry Briscoe, from the Alaska Comprehensive Center introduced the group to the Marzano Causal Model for Teacher Evaluation being used in School Improvement Grant schools in Bering Strait School District. There was also a follow up presentation from Learning Sciences International on the model and the use of iObservation©. Ed Graff, Anchorage School District Assistant Superintendent introduced the group to the Five Dimensions of Teaching and Learning from the Center for Education Improvement at the University of Washington and arranged for representatives from the University of Washington to speak with the group and answer questions. A complete list of the print and web resources used by the TQWG will be made available to the board at its June meeting.

4 AAC 19.010 Purpose of evaluations states " Evaluation of the performance of professional employees of each school district shall be directed to improving the quality of instruction and facilitating the learning process in public schools. Additionally, formal evaluations shall serve as a method for gathering data relevant to subsequent employment status decisions pertaining to the person evaluated."

The Teacher Quality Working Group believes that teacher and administrator evaluations should also be directed toward the professional growth and development of teachers and administrators. The ultimate goal of a revised evaluation system is increased student learning.

To that end the TQWG makes the following recommendations regarding the evaluation for Alaska's teacher and administrators:

1. Allow districts to either choose to revise their current teacher and administrator evaluation framework, system or model to incorporate the criteria below or use a research-based model, i.e. Charlotte Danielson Framework for Teaching, Marzano Causal Model for Teacher Evaluation, Five Dimensions of Teaching and Learning from the Center for Education Improvement at the University of Washington and meet the following criteria:
 - a. Research-based, the district will use data from the evaluation system and student learning to determine the system's effectiveness
 - b. Aligned to the Professional Content and Performance standards.
 - c. Includes the use of student learning data as a criterion in the teacher/administrator evaluation.
 - d. Addresses the Cultural Standards for Educators.
 - e. Ties to the professional growth and development of the teacher/administrator.
 - f. Includes input from students and parents.
 - g. Includes a teacher observation component.
 - h. Provides training for principals and others involved with the evaluation of teachers/administrators.
 - i. Develops inter-rater reliability between evaluators within a district.
2. Recognizing the critical importance of communicating with the individuals who will be impacted by changes to teacher and administrator evaluation, the TQWG recommends the department work with stakeholders to create a communication plan.
3. The TQWG feels strongly that Alaska should use the term "student learning" instead of the term "student achievement." Examples of student learning data that could be used to inform teacher and administrator evaluation include but are not limited to the following: pre/posttests; end of course tests; student work samples; performance (music, drama, speech).

The TQWG understands that at some point in the future student achievement will be a significant criterion in a teacher or administrator's evaluation. Student achievement measures look at a student at one point in time. Student learning occurs over time and

there are multiple ways to measure what a student has learned that would provide a more focused picture of what influence the teacher or administrator has had.

The TQWG has read research, looked at what other states are currently doing in this regard and held numerous discussions on the percentage of student learning data that would be recommended. The group will be meeting in April to finalize its determination with the recommendation being presented to the board in June.

4. The TQWG recommends that rather than referring to specific names of assessments, e.g. Terra Nova, Work Keys, that the types of assessments to be used to measure student learning be named by type, e.g. norm referenced, standards based assessments.
5. With regard to 4 AAC 19.030 (c) “The evaluation may include information other than specific observation of the evaluator,” the TQWG recommends the type of information be broadened to include teacher work samples. Teacher work sample is documentation of the teacher’s context and classroom climate as well as work with students, including documenting the learning gains of a class, groups and individuals.
6. Recommends the department working with a group of stakeholders develop and provide guidance for districts that would include:
 - a. Checklist of essential questions to develop evaluation framed around the following headings:
 - b. Appropriate use of assessment data
 - c. Suggested domains for evaluation models and research-based models
 - d. Model of support for smaller districts to work together to develop evaluations
 - e. Resource manual
 - f. Direction to districts on how to calculate overall rating
 - g. Clearinghouse of what is being done with links to sample rubrics
 - h. Timelines
 - i. How to account for student growth
 - j. Model rubrics for exemplary, proficient, basic unsatisfactory
 - k. How districts will report overall ranking of teachers
 - l. A toolkit that small districts can use to create their evaluation systems
 - m. Rubric for cultural standards as well as training to provide awareness of rubric
 - n. Comprehensive glossary of evaluation terms
 - o. Examples of assessment data to be used
 - p. Data bank of assessments
 - q. Information on inter-rater reliability and training on how to evaluate

- r. Links to research-based assessments
 - s. Examples of teacher work products
 - t. Options for formative assessments
 - u. How to align professional growth with teacher evaluation
 - v. Definitions of terms used in evaluation
7. The TQWG recommends the department create consortia of support for districts.
 8. The TQWG recommends there be an evaluation of the efforts made by districts to improve teacher and administrator evaluations and in particular whether the goal of increasing student learning has been met.
 9. Revise current regulations to reflect current knowledge of teacher and administrator evaluation. The following chart contains the current regulations as well as suggested revisions:

4 AAC 19 Evaluation of Professional Employees

Current Regulations	Suggestion Revision
<p><u>4 AAC 19.010. Purpose of evaluations</u> Evaluation of the performance of professional employees of each school district shall be directed toward improving the quality of instruction and facilitating the learning process in the public schools. Additionally, formal evaluations shall serve as a method for gathering data relevant to subsequent employment status decisions pertaining to the person evaluated.</p>	<p><u>4 AAC 19.010. Purpose of evaluations</u> Evaluation of the performance of professional employees of each school district shall be directed toward effectiveness of instruction and advancement of student learning. Additionally, formal evaluations shall serve as a method for gathering data relevant to subsequent employment status decisions pertaining to the person evaluated.</p>
<p><u>4 AAC 19.015. Evaluation form to be available</u> A district shall make a copy of a form, template, or checklist that the district uses in the evaluation of certificated employees available to the public, including posting the form, template, or checklist on the district's website. The posting shall make clear how the district has considered information from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators in the design of the district's certificated employee</p>	<p>No Change</p>

<p>evaluation system, as required under <u>AS 14.20.149</u> .</p>	
<p><u>4 AAC 19.020. Scope of evaluation</u> The evaluation should emphasize such factors as teaching or administrative skills, processes and techniques and interpersonal relationships with students, parents, peers and supervisors, as well as those additional factors which the school district considers relevant to the effective performance of its professional employees. The standards for performance must be measurable and relevant.</p>	<p><u>4 AAC 19.020. Scope of evaluation</u> The evaluation process shall be based on the Standards for Alaska’s Teachers, the Standards for Alaska’s Administrators; Cultural Standard for Educators; and measures of student learning. The evaluation process shall address continued professional growth. The school district may consider other relevant factors to the effective performance of its professional educators. The standards for performance must be measurable and relevant to the educator’s position.</p>
<p><u>4 AAC 19.030. Method for evaluating professional employees</u> (a) Formal written evaluation of professional employees of each school district must be made at least once per contract year for each certificated staff member, without regard to tenured or nontenured status, including teacher evaluation of principals and other administrators. (b) An acknowledgment of content signed by both the evaluator and the person evaluated must appear on all formal evaluations. The person evaluated must be informed that he has the right to review each written evaluation prior to its final submission and comment in writing on any matter contained in it and that he may, at his request, retain the evaluation for a reasonable amount of time, but not less than 24 hours, for the purpose of reviewing and commenting upon it. The fact that a person evaluated exercises his right to comment on his evaluation in the manner described may not be used against him. Failure to submit written comments by a person evaluated prior to his acknowledgment of the evaluation constitutes a waiver of this right. (c) The evaluation may include information</p>	<p><u>4 AAC 19.030. Method for evaluating professional employees</u> (a) Formal written evaluation of professional employees of each school district must be made at least once per contract year for each certificated staff member, without regard to tenured or nontenured status. (b) The evaluation shall include specific observations of the evaluator and measures of student learning. (c) Districts may adopt procedures whereby input from students, parents, community members, peer and self-evaluation are utilized. District may also include work samples as evidence. The evaluation must clearly indicate that this kind of information has been used and clearly identify the source of the information. (d) An acknowledgment of content signed by both the evaluator and the person evaluated must appear on all formal evaluations. The person evaluated must be informed that he has the right to review each written evaluation prior to its final submission and comment in writing on any matter contained in it and that</p>

<p>other than specific observations of the evaluator. Districts may adopt procedures whereby input such as students "evaluation of teachers, principals" evaluation of administrators, peer and self-evaluation are utilized. The evaluation must clearly indicate that this kind of information has been used and clearly identify the source of the information.</p> <p>(d) The evaluation must be approved by a person who possesses an administrative certificate issued under 4 AAC <u>12.345</u>.</p>	<p>he may, at his request, retain the evaluation for a reasonable amount of time, but not less than 24 hours nor more than ten calendar days, for the purpose of reviewing and commenting upon it. The fact that a person evaluated exercises his right to comment on his evaluation in the manner described may not be used against him. Failure to submit written comments by a person evaluated prior to his acknowledgment of the evaluation constitutes a waiver of this right.</p> <p>(e) The evaluation must be approved by a person who possesses an administrative certificate issued under 4 AAC <u>12.345</u>.</p>
<p><u>4 AAC 19.050. Development of local evaluation procedures</u></p> <p>(a) Responsibility for evaluation of the performance of professional employees rests with the individual school district. To this end, each school board shall develop and adopt procedures for evaluation of its professional employees. These procedures must be consistent with the standards and guidelines set out in this chapter, as well as other relevant provisions of federal or state law and regulations.</p> <p>(b) Prior to final adoption, the local procedures must be submitted to the department for review.</p> <p>(c) Each school district in the state, whether or not it has previously adopted evaluation procedures, shall submit current procedures to the department for review no later than July 1, 1976.</p> <p>(d) Each school district is encouraged to invite, obtain, and consider community input, including that of students, parents, teachers, and administrators, in the design of the procedure and content for evaluation.</p>	<p><u>4 AAC 19.050. Development of local evaluation procedures</u></p> <p>(a) Responsibility for evaluation of the performance of professional employees rests with the individual school district. Each school board shall develop and adopt procedures for evaluation of its professional employees by 2015-16 school year. These procedures must be consistent with the standards and guidelines set out in this chapter, as well as other relevant provisions of federal or state law and regulations.</p> <p>(b) Each school district shall review their teacher and administrator evaluation system at least every six years to examine the effectiveness of the procedure and content of the evaluation process, as well as, compliance with statutes and regulations.</p> <p>(c) Each district shall submit to the department a copy of the district's evaluation procedures, and of any amendments adopted to the procedures.</p> <p>(d) Each school district is encouraged to invite, obtain, and consider community input, including that of students, parents, teachers, and administrators, in the design of the procedure and content for evaluation.</p>

<p>4 AAC 19.060. Evaluation training Each school district shall provide in-service training in evaluative techniques for all certificated staff.</p>	<p>4 AAC 19.060. Evaluation training Each school district shall provide annual training in evaluation purpose, process, content and evaluation techniques for all certificated staff.</p>
	<p>4 AAC 19.070. Overall Performance Rating Using the following four performance levels exemplary, proficient, basic, and unsatisfactory, a district will determine an overall performance rating for each educator. The district must report to the department the aggregate number and percentage of educators rated at each performance level on June 1 of each year beginning in 2016.</p>

The TQWG has also drafted the following statements to describe teachers at four performance levels. These descriptors will be further refined during the meetings in April and May and presented in final form to the board at its June meeting:

Exemplary

Exemplary teachers articulate their philosophy of education and understanding of human development and provide positive examples to others. Within their classrooms, they hold high expectations for all students and systematically find ways to scaffold instruction so that all students learn well in organized, yet invigorating classroom environments. Ongoing assessment and feedback guide successful student learning. Exemplary teachers are creative, and know their content thoroughly, instilling students with the tools for inquiry and learning. Supporters of all students, they demonstrate conviction that a teacher’s impact extends beyond their classroom walls by engaging with and learning from parents and community. These teachers understand that diversity is strength and eagerly embrace the cultures and ways of life that surround a school. Further, they energize their professional learning communities. Lifelong learners themselves, exemplary teachers are leaders of learning among their peers. Their inquiry stance and reflective practice promotes ongoing professional learning within the school. Other educators want to be the colleagues of exemplary teachers; they want to learn from and with them to improve learning for all.

Proficient

Teacher practice is clearly guided and informed by the Alaska Teacher, Cultural, and Student Standards. They thoroughly know their content, their students, their curriculum and have a repertoire of strategies and activities to use with students. Proficient teachers demonstrate an understanding of classroom dynamics, routines and procedures, and are alert to events that don't conform to the expected patterns. Teachers take responsibility for student learning. Teachers performing at the proficient level have mastered the work of teaching while working to improve their practice. They can also serve as resources to one another as they practice in a professional community. The proficient level describes solid, expected professional performance.

Basic

Basic teachers are inconsistent. They may be able to articulate their philosophy, but seldom align it with best practice or evident in their daily work or demonstrate evidence in their daily work. Though they have some recognizable skills, they have not been able to create coherent instruction, and student learning is not evident. Basic teachers have a small repertoire of teaching strategies and are often unable to adjust to the various needs of students. Assessment may be disconnected from learning outcomes. They have not established effective and consistent communication strategies with parents, students, colleagues, or supervisors and may avoid doing so. Basic teachers do not consistently create positive learning environments for all students. Though they make attempts at engaging students, they may be unaware of student needs and fail to appropriately scaffold instruction. Basic teachers may be unaware of their need for development and may not access support. Though basic teachers may be aware of the cultures of students and the surrounding community, they may not integrate culture into classroom practice. They may not contribute to the school's professional community, but may confine their interest to their own classrooms. However, basic teachers have potential for success with professional support and personal effort.

Unsatisfactory

Teacher practice is not guided or informed by Alaska Teacher and Student Standards. Teacher demonstrates little or no awareness or evidence of meeting students' academic needs and learning styles, interests, cultural heritage and community backgrounds. Teacher takes little or no responsibility for student learning. Performance at the unsatisfactory level represents teaching that is below the expectation of "do no harm" is clearly unacceptable, and needs to be improved immediately.

Teacher Quality Working Group Member List

The following individuals have participated in the Teacher Quality Working Group discussions concerning teacher quality and teacher and administrator evaluation:

John Lamont	Lower Yukon School District
Tim Peterson	Kenai Peninsula Borough School District
Mark Jones	NEA Alaska
Chris Meier	Cook Inlet
Bunny Schaeffer	Northwest Arctic Borough School District
Esther Cox	State Board of Education & Early Development
Peggy Carlson	Fairbanks North Star Borough School District
Anne Marie O'Brien	Northwest Arctic Borough School District
Carol Comeau	Anchorage School District
Ed Graff	Anchorage School District
Ted VanBronkhorst	Bering Strait School District
Jackie Johnson	Matanuska-Susitna Borough School District
Fred Villa	University Alaska Statewide
Marc Robinson	Alaska Statewide Mentor Project
Betty Walters	Alaska Statewide Mentor Project
Dr. Mary Snyder	University of Alaska Anchorage
Dr. Eric Madsen	University of Alaska Fairbanks
Claudette Engblom-Bradley	Alaska Pacific University
Dr. Deborah Lo	University of Alaska Southeast
Abby Augustine	Lower Kuskokwim School District, Retired
Alex Russin	Lower Yukon School District
Alan Morotti	University of Alaska Fairbanks
Anne Armstrong	University of Alaska Fairbanks

Dr. Allan Gee	Kenai Peninsula Borough School District
Gerry Briscoe	Alaska Comprehensive Center/SERRC
Jackie Cochran	Matanuska-Susitna Borough School District
Josie Bourdon	Nome Public Schools
Patricia Chesbro	University of Alaska Anchorage
Dr. Thomas Duke	University of Alaska Southeast
Todd Hess	Anchorage School District
Mary Janis	Anchorage School District
Cindy Trawicki	Anchorage School District
Teri Schneider	Kodiak Island Borough School District
Dr. Linda Black	Alaska Pacific University
Nita Rearden	Lower Kuskokwim School District, Retired
Phyllis Carlson	Department of Education & Early Development
Patricia Truman	Department of Education & Early Development
Sondra Meredith	Department of Education & Early Development
Cyndy Curran	Department of Education & Early Development



Anchorage School District

Certificated Employee Evaluation Document

AEA Bargaining Unit

Content of this handbook reflects the agreement between the AEA and the ASD.
Updates and changes of this document will be posted on the District Connection online.
Revised April 2012

Statement of Non-Discrimination

The Board is committed to an environment of nondiscrimination on the basis of race, color, religion, sex, age, national origin, economic status, union affiliation, disability, and other human differences. No person shall be excluded from participation in, or denied the benefits of, any academic or extracurricular program or educational opportunity or service offered by the District. The District will comply with the applicable statutes, regulations, and executive orders adopted by Federal, State and Municipal agencies.

Inquiries or complaints may be addressed to the District's Equal Employment Opportunity Director, who also serves as the Title IX Coordinator, ASD Education Center, 5530 E. Northern Lights Blvd, Anchorage, AK 99504-3135 (907) 742-4132 or to any of the following external agencies: Alaska State Commission for Human Rights, Anchorage Equal Rights Commission, Director of the Office for Civil Rights, Department of Education, Department of Health and Human Services.

The Certificated Employee Evaluation Handbook and Documents are available in the Forms Library on the District Website at www.asdk12.org and on the AEA Website at www.anchorageea.org



Anchorage School District

**The Anchorage School Board
2011-2012**

**TO BE REVISED PRIOR
TO PRINTING**

Mission

To educate all students for success in life

Vision

All students will graduate prepared for post-secondary educational and employment opportunities

Preamble

The Anchorage School Board is a municipal-wide elected body with governance responsibility for the Anchorage School District. As a governance board, it is our responsibility to do the following: (1) set a clear direction for the district; (2) empower and hold accountable the superintendent for implementing our direction and managing district operations; (3) develop and adopt policies and budgets that support and implement the board's direction; and (4) model the professionalism and degree of effort they expect from students, families and staff.

The board expects a high-performing district that achieves exceptional results. We believe a process of continuous improvement and reform for results can be consistent over time, transcending board membership and superintendents.

Board Commitments

Based on our core beliefs and values, the board is committed to the following:

- A collaborative and respectful governance relationship with the superintendent;
- A rigorous core curriculum of language arts, mathematics, science and social studies;
- A well-rounded educational program that integrates career and technical education, arts and athletics;
- Instruction and early interventions that meet the needs of each student and moves them forward at least one year's academic growth annually;
- Effective public school choice options;
- Parents and the community as informed partners; and
- Cost-effective and efficient operations.

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 tenure 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 all 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 professional development evaluation 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 instructional coaching 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 employment. However, once the standard is reached, the tenured educator will pursue professional development evaluation procedures for two years, returning to the “compliance evaluation” 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. Members 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 members 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 that extend until May 5, in order to provide maximum opportunity for retention;

2. The evaluation of tenured members shall be completed no later than May 5. Evaluations which express concerns with member performance shall be based on a minimum of two formal written observations;

3. Members will be given the opportunity to provide input on the performance of colleagues and administrators using a form developed by the District that includes a section for open comments. Participation in these evaluations by the member is at the member's option and must be completed no later than May 5.

C. The evaluation of members shall include the following:

1. District-approved teacher evaluation documents will be used for both tenured and non-tenured members.

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 electronically finalized 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. 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 member 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 member and the District, no portion of an evaluation may be made public, except as evidence in a proceeding relative to a member'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 member to address and correct any problems. Members 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 members, 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. If the purpose of an evaluation conference is to place a member on Professional Support or a Plan of Improvement, the member has the right to request Association representation. If the member elects Association representation, he/she shall be given at least 48 hours to obtain such representation.

E. Need for Professional Support

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

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

F. Plans for Improvement

No member shall be placed on a plan for improvement without prior observations by the evaluator. When a member 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 member'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 that may support improvement in member performance. The preparation of the Plan for Improvement shall be discussed with the member, while completion of the final document is the responsibility of the principal.

G. Members who are placed on Professional Support or a Plan of Improvement may choose to request an Instructional Coach through the AEA Evaluation Committee or its representative. If available, a trained Instructional Coach will assist the teacher in working towards meeting the areas indicated on the Plan of Professional Support or the Plan of Improvement. The member requesting assistance is ultimately responsible for meeting the expectations of the evaluation plan.

H. 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.

I. Additional evaluation information and procedures are found in the AEA/ASD Certificated Employee Evaluation Document available on the ASD website.

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. **Professional Development** Evaluation Processes

1. Tenured educators meeting standards are on this process 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 may be initiated by the supervisor.

E. Classroom Observations

1. **Compliance** Evaluations: **Informal observations are encouraged.** 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. **Professional Development Evaluations: Informal observations are encouraged.** Educator observations and conferences will occur informally and collegially **multiple times** 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 **made available** 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 **ASD Education Center**.

b. Surveys will be distributed in accordance with an annual district plan.

c. **Information will be collected** 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 for educators who wish to provide input to the supervisor about the performance of other teachers.

b. **Survey data will be provided** 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. Input will be made available to the principal prior to February 15 for non-tenured educators and May 5 for tenured educators.

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

Alaska State Teacher Standards

Certificated Standards

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

A teacher shall as a measure of educator effectiveness:

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 as a measure of educator effectiveness:

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 as a measure of educator effectiveness:

a) act on the belief that all students can learn and encourage achievement at the highest level for each student;

b) incorporate characteristics of the student's and local community's culture into instructional strategies that support student learning;

c) identify and use instructional strategies and 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 as a measure of educator effectiveness:

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 as a measure of educator effectiveness:

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;

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; **and**

g) identify and utilize multiple distinct measures of student growth.

6. A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members.

A teacher shall as a measure of educator effectiveness:

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 **as a measure of educator effectiveness:**

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 **as a measure of educator effectiveness:**

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.

Professional Teacher Practices Commission

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.

Website: <http://eed.alaska.gov/ptpc/>

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 provided access to 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 available on the district website at www.asdk12.org and the AEA website at www.anchorageea.org

Transfers and Evaluation Status

An educator's evaluation status will remain the same upon transferring to another site/program. It is the educator's responsibility to notify their supervisor of their evaluation status. 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 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.

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 standards, 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 **Professional Development** 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 5 of each year.

Non-tenured educators may choose to be involved in a collaborative group working on a **Professional Development Evaluation** 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 proficiency evaluation **and professional development evaluation concurrently**.

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 **in writing**. A post conference will include performance concerns, should there be any.

Certificated employees on the Proficiency Evaluation 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.

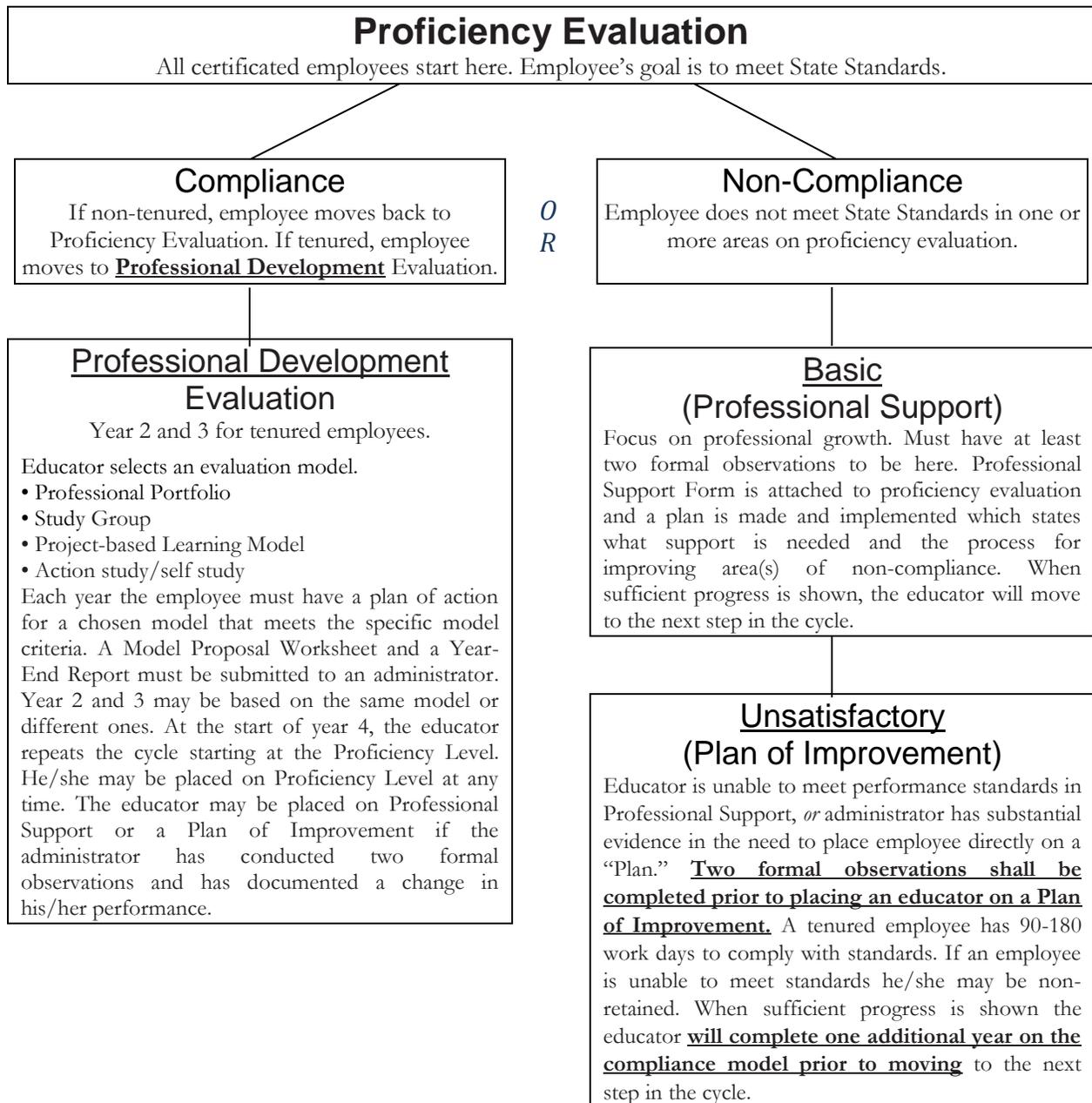
Observations and conferences for those educators on the **Professional Development** process will occur informally and collegially throughout the year. Minimally, there will be a conference at the beginning and end of the year to discuss the selected model, focus and professional growth. Administrators and educators will work together to decide the most beneficial way to hold evaluation conferences at their building. Conferences may be scheduled during an educator's planning time or outside the contracted workday **by mutual agreement**. It is encouraged that evaluation conferences be scheduled at a time ~~rather~~ **other** than the educator planning period.

Personnel File

All electronically finalized evaluation documents will be placed in the district electronic personnel file each year. If an educator is on the **Professional Development** 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 electronically finalize the actual copy to be filed.

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



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Standards Compliance, Level I: Compliance Evaluation

HOW TO USE THE COMPLIANCE EVALUATION—Supervisor directions

This **Compliance** Evaluation 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 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.

If your judgment is that the educator requires professional support in one or more areas, please complete the Guide for Professional Support form.

Non-tenured evaluations shall be completed no later than February 15. Tenured evaluations shall be completed by May 5.

**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., evaluation handbook, rubric.
- _____ 3. Notification of process: Proficiency Evaluation or **Professional Development** 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 Proficiency Evaluation.** The goal is to meet state standards. Goal setting is NOT part of the process.
- _____ b. The **Professional Development** Evaluation Model is for tenured staff who have met or exceeded the standards. Non-tenured educators may participate in **a professional development** model, however they must be evaluated on the Proficiency Evaluation.
- _____ 4. Conferences should begin in early October. If on **Professional Development Model** skip to #14
- _____ 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 and the Instructional Plan Form are not mandatory districtwide. If the administrator requires one, he/she should use those provided in this document.
- _____ **7. Educators may provide additional documentation or supportive information in order to be considered and evaluated for 'Exemplary' on a specific standard.**
- _____ 8. First Pre-observation Conference.
- _____ 9. First Scheduled Observation.
- _____ 10. First Post-observation Conference.
- _____ 11. Second Pre-observation Conference.
- _____ 12. Second Scheduled Observation.
- _____ 13. Second Post-observation Conference.
- _____ 14. Evaluation must be submitted by supervisor to non-tenured educators no later than **February 15**, and to tenured educators no later than **May 5**.
- _____ 15. Educators on **Professional Development Model** will select a model and submit completed proposal by **October 15**.
- _____ 16. Principal electronically finalizes model proposal worksheet.
- _____ 17. Year-end reports for Alternative models are due **April 25** to the principal.
- _____ 18. Receive principal's comments no later than May 5.
- _____ 19. Electronically sign Year-end Report within 10 calendar days after receiving principal comments.

Congratulations! You have completed the Evaluation Process

Note: Text boxes need to be typed into a Word document and then cut and pasted into web evaluation so you can use spell check.

*Note: Must complete all three steps to **draft,** **review,** finalize, **and save final evaluation.***

Observations

Compliance Evaluation

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 **Compliance** Evaluation 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. **You may provide additional information or documentation to your administrator in order to be considered and evaluated as 'Exemplary.' Your administrator may also ask you to provide additional documentation or supportive information. Often this information can be shared during pre and post observation conferences or follow-up discussions. For example, documentation for 'Exemplary' consideration in Standard 7 could include phone logs, web site, parent newsletters, parent events, individual conferences, email logs, other communications, parent volunteers, business partnerships.**

Professional Development Model

Observations and conferences for those educators on the **Professional Development Model** 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 **by mutual agreement.**

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.).

GLOSSARY OF TERMS

<p><u>Basic (Professional Support)</u></p>	<p><u>Basic teachers are inconsistent. They may be able to articulate their philosophy, but seldom aligned it with best practice or evident in their daily work or demonstrate evidence in their daily. Though they have some recognizable skills, they have not been able to create coherent instruction, and student leaning is not evident. Basic teachers have a small repertoire of teaching strategies and are often unable to adjust to the various needs of students. Assessment may be disconnected from learning outcomes. They have not established effective and consistent communication strategies with parents, students, colleagues, or supervisors and may avoid doing so. Basic teachers do not consistently create positive learning environments for all students. Though they make attempts at engaging students, they may be unaware of student needs and fail to appropriately scaffold instruction. Basic teachers may be unaware of their need for development and may not access support. Though basic teachers may be aware of the cultures of students and the surrounding community, they may not integrate culture into classroom practice. They may not contribute to the school's professional community, but may confine their interest to their own classrooms. However, basic teachers have potential for success with professional support and personal effort.</u></p>
<p><u>Evidence / artifact</u></p>	<p><u>This may be a variety of work samples, quizzes, anecdotal data, etc.</u></p>
<p><u>Exemplary</u></p>	<p><u>Exemplary teachers articulate their philosophy of education and understanding of human development and provide positive examples to others. Within their classrooms they hold high expectations for all students and systematically find ways to scaffold instruction so that all students learn well in organized, yet invigorating classroom environments. Ongoing assessment and feedback guide successful student learning. Exemplary teachers are creative, and know their content thoroughly, instilling students with the tools for inquiry and learning. Supporters of all students, they demonstrate conviction that a teacher's impact extends beyond their classroom walls by engaging with and learning from parents and community. These teachers understand that diversity is strength and eagerly embrace the cultures and ways of life that surround a school. Further, they energize their professional learning communities. Lifelong learners themselves, exemplary teachers are leaders of learning among their peers. Their inquiry stance and reflective practice promotes ongoing professional learning within the school. Other educators want to be the colleagues of exemplary teachers; they want to learn from and with them to improve learning for all.</u></p>
<p><u>Expectations</u></p>	<p><u>To look for as right, proper, or necessary; something expected or to look forward to.</u></p>
<p><u>Formal observation</u></p>	<p><u>A formal observation is prearranged according to a mutual date / time, includes a pre- and post-conference for each observation, is documented, and the evaluating administrator shares the information in writing with the educator.</u></p>
<p><u>Goal</u></p>	<p><u>The effort directed at achieving a level of proficiency in performing teaching assignment</u></p>

<u>Indicators</u>	<u>Subparts of each standard indicating a measure of educator effectiveness.</u>
<u>Informal observation</u>	<u>Informal observations are not formal observations. For example, an informal observation may not include pre and post conferences, and it may not be pre-arranged. Informal observations include but are not limited to “walk-throughs,” classroom visits, hallway observations, out of classroom observations, etc.</u>
<u>Multiple measures</u>	<u>The use of several different data pieces: work samples; tests; quizzes; writing samples; standards-based report card data; attendance, behavior, and intervention data, etc.</u>
<u>Proficient</u>	<u>Teacher practice is clearly guided and informed by the Alaska Teacher, Cultural, and Student Standards. They thoroughly know their content, their students, their curriculum, and have a repertoire of strategies and activities to use with students. Proficient teachers demonstrate an understanding of classroom dynamics, routines and procedures, and are alert to events that don’t conform to the expected patterns. Teacher takes responsibility for student learning. Teachers performing at the proficient level have mastered the work of teaching while working to improve their practice. They can also serve as resources to one another as they practice in a professional community. The proficient level describes solid, expected professional performance.</u>
<u>Significant</u>	<u>When referring to a gain in student learning, it should be an amount clearly showing students have learned.</u>
<u>Student data</u>	<u>Unless the context indicates a different meaning “student learning data” means a collection of objective and empirical measurements of student growth in knowledge, understanding, or skills. (definition in the AAC) A variety of student data may be used in looking at the effectiveness of educators. Data includes but is not limited to student work samples, writing samples, quizzes, tests, standards-based report card data, attendance, behavior, and intervention data, etc. Student data will be appropriate for the grade level and subject taught. For example, kindergarten teacher may use letter assessments; however, a high school chemistry teacher may use a quiz on the periodic table of elements.</u>
<u>Student achievement</u>	<u>The increase in student growth in knowledge, understanding or skills. syn: student growth, learning.</u>
<u>Student growth</u>	<u>The increase in student knowledge, understanding or skills. syn: student achievement, student learning.</u>
<u>Student learning</u>	<u>The increase in student achievement from one point in time to the next point in time. syn: student achievement, student growth.</u>
<u>Supervision vs. evaluation</u>	<u>To oversee teacher classroom effectiveness and performance in meeting building and district goals in the education of students vs. the assessment of teacher performance in meeting the educational needs of students.</u>
<u>Unsatisfactory (Plan of Improvement)</u>	<u>Teacher practice is not guided or informed by Alaska Teacher and Student Standards. Teacher demonstrates little or no awareness or evidence of meeting students’ academic needs and learning styles, interests, cultural heritage and community backgrounds. Teacher takes little or no responsibility for student learning. Performance at the unsatisfactory level represents teaching that is below the expectation of “do no harm”, is clearly unacceptable, and needs to be improved immediately.</u>

*A teacher who is unsatisfactory in any one standard will not be given an overall rating as proficient. (AAC)

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 hours 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?

Compliance Evaluation Basic (Professional Support Needed)

Basic (Professional Support Needed)

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. 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 **Basic Professional Support Needed** form will indicate the areas where support is needed. The Professional Support **Needed** form is attached to the **Compliance** Evaluation 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 **professional growth** 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 for 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 **complete one additional year on the compliance model prior to moving** 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.

Anchorage School District Certificated Employee Evaluation Document

CHECKLIST FOR THOSE IDENTIFIED AS BASIC (PROFESSIONAL SUPPORT NEEDED)

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 “**Compliance** Evaluation” and the “**Basic Educator** Professional Support **Needed**.”
- _____ 3. Following the receipt of the written evaluation, you have 10 calendar days to electronically finalize and return the form. Electronically finalizing the form acknowledges receipt of the document, not that you necessarily agree with the content. **(Failure to finalize will result in the evaluation being finalized without your input.)**
- _____ 4. You may choose to contact an AEA Rights or Evaluation committee person to assist you through this process (274-0536, ext. 538).
- _____ 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 electronically finalize 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, ext. 538.
- _____ 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 **complete one additional year on the compliance model prior to moving 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 means: 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.

Mentors & Instructional Coaches

Instructional Coach Support Guidelines

The Instructional Coach Program offers assistance to those educators who have been formally evaluated and placed on **a Basic Educator (Professional Support Needed) or an Unsatisfactory Educator Evaluation.** Educators may request work with a trained Instructional Coach who will provide one-on-one guidance and resources to help the educator meet the Teacher Standards. To request an Instructional Coach contact your AEA Building Representative or the AEA office at 274-0536 ex. 538.

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 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 the AEA or the ASD or the employee's supervisor regarding the educator's progress **identified on the Basic Educator (Professional Support Needed) or Unsatisfactory Educator Evaluation,** or about the performance, in general, of an assigned certificated employee.

2. The Instructional Coach will not be asked to participate in the evaluation of the educator in any circumstances.

3. Neither the 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.

Unsatisfactory (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.

Anchorage School District Certificated Employee Evaluation Document

CHECKLIST FOR THOSE RECEIVING

AN UNSATISFACTORY EDUCATOR EVALUATION (PLAN FOR IMPROVEMENT REQUIRED)

- _____ 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, ext. 538, 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 “**Compliance** Evaluation” and the “Plan of Improvement” **Form**.
- _____ 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 electronically finalize and return the form. Electronically finalizing 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 electronically finalize the document. An AEA Rights person may assist you with this. **Failure to finalize the document will result in it being finalized without your input.**
- _____ 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, ext. 538.
- _____ 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 means 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.

***A teacher who is unsatisfactory in any one standard will not be given an overall rating as proficient. (AAC)**

Professional Development Evaluation Guidelines **for Tenured Certificated Staff Only**

Procedures for Selection of Professional Development 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 **professional development** model is strictly the choice of the educator. Educators working on their own may identify colleagues for discussion and support.

Educators not on the **Professional Development Evaluation Cycle** may choose to be involved in a collaborative group working on a **Professional Development 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.

NOTE: When participating in a group model, one group plan is submitted by the group recorder; however, each individual participant must submit a year-end report.

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 must 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, **including individual participants in a group model proposal**, 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;
- Student data;
- 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* must be electronically finalized and commented on by the educator and the supervisor. Electronically finalized and forwarded 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.
- **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 5. **An electronic version** 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 professional development at the end of each year.

CAUTIONS TO NOTE:

If at any time during the **Professional Development** 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 **Compliance** evaluation shall be initiated by the supervisor.

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

Developing **Professional Development** Models

Educators on the **Professional Development** Model have distinguished themselves as meeting State Standards and are able to choose and develop their own professional growth model. It is the **responsibility** of the educator to connect their models to their **District** goals, **school goals** or to individual educational goals as they relate 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 electronically finalized 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.

Submitting model proposals worksheet

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 **data:** performance/achievement/growth
- 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 Tenured 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

- **student growth 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 Identify student data and what improvement has occurred.

Step 89 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 910 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 1011 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 ongoing 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.

Articulate what the anticipated impact will be on student growth.

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, **including student data, if applicable**, 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.

Articulate what the anticipated impact will be on student growth.

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, **including student data, if applicable**, 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, **and student achievement data**.

Step 7

Analyze and interpret data, **including student data, if applicable**.

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.

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.

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 **promptly** so that attempts to correct the possible concerns may take place **in a timely manner**.

Any questions regarding the input process may be directed to the Human Resources Department or www.asdk12.org/parents/ or <https://home.asdk12.org/home.asp?>

Forms are available **November through May 1.**

Rubrics

What they are and how they should be used.

Principals and supervisors sometimes need guidance on how best to differentiate between levels of educator effectiveness 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. Measures might include but are not limited to: District and/or State standardized tests, unit pre and post assessments, AIMSweb, progress monitoring, CORE, grade mark distribution, SAT, ACT, AP testing, outside adjudicators, outside performance measures (fitness test), anecdotal notes, Social Emotional Learning data, behavior data, Special Education data, ELL data, standards based report card data, attendance, intervention data.

The rubric attempts to clarify the particular differences in performance within the standards that illustrate what qualifies as exemplary, proficient or unsatisfactory (plan of improvement). The rating Basic (Professional Support Needed) is cautionary and falls somewhere between proficient and unsatisfactory.

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**

	<u>Exemplary</u>	<u>Proficient</u>	<u>Basic</u> (Professional Support Needed)	<u>Unsatisfactory</u> (Plan for Improvement Required)
Articulates teaching philosophy and beliefs	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.	Philosophy is grounded in beliefs, is based on current trends, and can be articulated to others.	Philosophy is communicated in only a very basic way and is not supported by current research.	Philosophy cannot be articulated in any meaningful way
Engages in self-examination	Continually engages in thoughtful and accurate self-examination of teaching effectiveness based on achievement of lesson goals, student learning <u>and frequent utilization of student data</u> ; 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.	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 <u>articulate</u> student learning in relation to standards <u>and student data</u> for the purpose of improving student performance.	Has difficulty assessing the success of a lesson; <u>infrequent use of student data</u> ; 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; <u>no use of student data</u> ; has no suggestions for how a lesson may be improved another time.
Understands and describes how beliefs and practices are tied to current research on effective practices	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.	Is knowledgeable about current instructional methodology and standards; can explain in a general way how beliefs and practices are supported by current research.	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**

	<u>Exemplary</u>	<u>Proficient</u>	<u>Basic</u> (Professional Support Needed)	<u>Unsatisfactory</u> (Plan for Improvement Required)
Accurately identifies and teaches to developmental ability of students	Displays extensive knowledge of appropriate developmental characteristics of age group; can identify the extent to which individual students follow this pattern; easily adjusts instruction <u>including the ongoing use of student data</u> to accommodate the range of developmental needs in the classroom; continually modifies instruction to enhance individual student progress toward standards.	Demonstrates an understanding of appropriate developmental characteristics of age group, as well as exceptions to general patterns; displays ability to apply learning theory <u>and student data</u> in order to modify instruction to meet the identified needs of the group; modifies instruction to reflect student progress toward standards.	Displays some knowledge of developmental characteristics of age group; does not consistently <u>plan or use student data to</u> adjust instruction to accommodate individual needs of students or student progress toward meeting standards.	Lacks understanding of characteristics of age group; does not demonstrate effective instruction based on student developmental needs, <u>student data</u> or student progress toward standards.
Demonstrates understanding and application of learning theory	Articulates clearly how students acquire new knowledge by building on existing learning; skillfully structures instruction to achieve maximum learning using a standards based approach.	Understands basics of learning theory; designs and implements instruction to promote learning using a standards-based approach.	Is unable to clearly articulate the fundamentals of learning theory; does not structure teaching to promote maximum understanding using a standards-based approach.	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.

**Anchorage School District
Teacher Evaluation Rubrics
STANDARD 3:
A TEACHER RESPECTS INDIVIDUAL AND CULTURAL DIFFERENCES
PERFORMANCE LEVELS**

	<u>Exemplary</u>	<u>Proficient</u>	<u>Basic</u> (Professional Support Needed)	<u>Unsatisfactory</u> (Plan for Improvement Required)
Demonstrates belief that all students can learn by having high expectations for each learner	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.	Instructional goals and activities, interactions, and the classroom structure convey high expectations for individual student progress toward meeting academic standards.	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.
Identify and use strategies and resources appropriate to individual student needs	Utilizes extensive knowledge of student needs and various approaches to teaching and learning in instructional planning; designs a wide range of instructional <u>expectations</u> 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.	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. <u>Differentiation</u> of instruction is based on desired results of student learning toward meeting the standards and available student data .	Demonstrates a limited repertoire of teaching strategies and resource knowledge appropriate to meet individual student needs; many students "fall through the cracks." <u>Use of student data or</u> 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 <u>differentiation</u> to help students meet standard.
Incorporates characteristics of culture into strategies for learning <u>utilizing State Cultural Standards</u>	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; integrates cultural learning into the curriculum.	Demonstrates an understanding of cultural differences; provides opportunities for students to learn about and appreciate each other.	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.	Demonstrates little knowledge of students' interests or cultural heritage; does not indicate that such knowledge is valuable.

<p>Promotes positive self-concept in students</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>Teacher-student interactions are appropriate; may reflect occasional inconsistencies, favoritism, or disregard for students as individuals; students exhibit only minimal respect for the teacher, and often demonstrate negative behavior toward one another. There is little or no information given to students in regard to 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>
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**Anchorage School District
Teacher Evaluation Rubrics
STANDARD 4:
A TEACHER KNOWS THE CONTENT AREA AND HOW TO TEACH IT
PERFORMANCE LEVELS**

	<u>Exemplary</u>	<u>Proficient</u>	<u>Basic</u> (Professional Support Needed)	<u>Unsatisfactory</u> (Plan for Improvement Required)
Demonstrates knowledge of content and Anchorage School District curriculum	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.	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.	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.	Demonstrates little understanding of content, as well as district curriculum and standards; most learning activities are not suitable for either students or instructional goals.
Designs the instructional program	Instructional goals and objectives are consistently clear, focus on student learning and achievement of standards, <u>and utilize student data and other evidence of academic outcomes, and with</u> the end result <u>is being</u> 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.	Instructional goals and objectives are generally clear, appropriate for student learning, <u>utilize student data and other evidence of academic outcomes</u> , 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.	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; <u>minimal use of student data and other evidence of academic outcomes</u> . There is little infusion of technology into lesson planning.	Instructional goals and objectives are unclear; directions, procedures, and content are confusing to the students; incorrect use of language is common. <u>Ineffective use of student data and other evidence of academic outcomes</u> . There is no inclusion of technology in lesson planning.

Establishes the relevancy of the program to students	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 issue	Often demonstrates the subject's importance and relation to life situations; instruction generally reflects awareness of Alaska's unique characteristics.	Does not consistently demonstrate an understanding of the subject's relationship to life situations; may have difficulty articulating relevance.	Does not help students make the connection between the instructional goals and what they are learning; is unable to explain the connections.
Uses instructional time effectively	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 learning in each lesson.	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 learning in each lesson.	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.	Teaching and learning time is frequently wasted; instructions are confusing; there are few or no established routines.

Teacher Evaluation Rubrics
STANDARD 5:
A TEACHER FACILITATES, MONITORS, AND ASSESSES STUDENT LEARNING
 PERFORMANCE LEVELS

	<u>Exemplary</u>	<u>Proficient</u>	<u>Basic</u> (Professional Support Needed)	<u>Unsatisfactory</u> (Plan for Improvement Required)
Facilitates student learning	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.	Uses a wide variety of educational resources, including available technology to meet the districts instructional program goals; lessons engage students and facilitate student learning .	Uses some educational resources and may use available technology; lessons are moderately effective in facilitating student learning .	Unlikely to use a variety of available educational resources OR uses them ineffectively.
Monitors student learning	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.	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.	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.	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.

Uses assessment as a tool for teaching	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.	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.	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.	Does not use student assessment as a learning tool. Assessments are used only to justify student grades.
Keeps parents and students informed of student progress	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.	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.	Maintains required records; does not consistently communicate progress with students and parents in a timely fashion.	Does not maintain accurate student records OR does not regularly communicate progress to students and parents.
<u>Identifies and utilizes multiple distinct measures of student growth</u>	<u>Uses multiple measures including formal and informal data and other evidence of significant academic growth. Articulates a specific plan to facilitate student growth. Monitors a class or a subgroup of student work samples to show student growth. Reviews, reflects on, and demonstrates the utilization of student data from State, District and school assessments if available.</u>	<u>Uses multiple measures including formal and informal data and other evidence of academic growth. Reviews, reflects on, and demonstrates the utilization of student data from State, District and school assessments if available. Educator demonstrates working towards current school or district goals.</u>	<u>Minimal or ineffective use of measures to show student growth. Review, reflection, and utilization of State, District and school assessments is minimal.</u>	<u>Little or no use or understanding of measures to show student growth. Little or no review and reflection of State, District and school assessments.</u>

**Anchorage School District
Teacher Evaluation Rubrics
STANDARD 6:**

**A TEACHER CREATES AND MAINTAINS A LEARNING ENVIRONMENT FOR STUDENT ENGAGEMENT AND CONTRIBUTION
PERFORMANCE LEVELS**

	<u>Exemplary</u>	<u>Proficient</u>	<u>Basic</u> (Professional Support Needed)	<u>Unsatisfactory</u> (Plan for Improvement Required)
Creates an optimum learning environment	Fosters and creates, through collaboration with students, a stimulating, inclusive, and safe learning environment; maximizes potential for equal learning opportunities for each student.	Fosters and creates a stimulating, inclusive, safe, and equitable learning environment.	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.
Establishes high expectations for students	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.	Establishes high academic expectations that are communicated clearly to students and parents; most students are consistently engaged at differentiated levels in order to meet standard	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.
Utilizes strategies that promote learning	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.	Instruction is varied and promotes 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.	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.	Instruction does not regularly include discussion or questioning strategies that indicate individual understanding or progress toward standards.

<p>Demonstrates effective classroom management skills</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>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.</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>
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**Anchorage School District
Teacher Evaluation Rubrics**

STANDARD 7:

**A TEACHER WORKS AS A PARTNER WITH PARENTS, FAMILIES AND WITH THE COMMUNITY
PERFORMANCE LEVELS**

	<u>Exemplary</u>	<u>Proficient</u>	<u>Basic</u> (Professional Support Needed)	<u>Unsatisfactory</u> (Plan for Improvement Required)
Promotes partnership and maintains regular communication between classroom and student's family	<u>Consistently provides detailed</u> information to parents about the instructional program, <u>student data</u> and <u>student</u> progress; parental concerns are handled promptly with sensitivity and professionalism.	Provides information about instructional program <u>and student data</u> ; is available as needed to respond to parental concerns	Participates in the school's activities for parent communication but offers little additional information; parental concerns are only partially addressed, with little or no follow-up.	Provides little or no information about the instructional program; does not respond or responds defensively or inappropriately to parental concerns.
Connects the instructional program with parents, family and community	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.	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.	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.	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.

**Anchorage School District
Teacher Evaluation Rubrics
STANDARD 8:
A TEACHER PARTICIPATES IN AND CONTRIBUTES TO THE TEACHING PROFESSION
PERFORMANCE LEVELS**

	<u>Exemplary</u>	<u>Proficient</u>	<u>Basic</u> (Professional Support Needed)	<u>Unsatisfactory</u> (Plan for Improvement Required)
Maintains accurate records and appropriate oral and written communication	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.	System for maintaining information on students, lesson plans, reports and other data is effective; oral and written communication is professional.	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.
Enhances the District curriculum content and instructional strategies	Solicits opportunities for diversified professional development, and involvement in district curriculum initiatives, and participates in continuous improvement efforts in the classroom.	Solicits opportunities for professional development to enhance content and curriculum knowledge, and instructional skills.	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.
Displays individual professional responsibility and decorum	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.	Participates in school, team and department decision making with an open mind; is receptive to suggestions; models professional decorum.	Decisions are based on limited considerations; exhibits minimal deference to professional decorum.	Decisions based on self-serving interests and not open to suggestions; decorum is below acceptable standards.
Participates in non-instructional duties	Participates in school and district routines and duties, making a substantial contribution; assumes leadership roles in some aspects of district or school life.	Participates in school and district duties and routines.	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 and duties; limited or no support for school or district is demonstrated.
Establishes and maintains relationships with colleagues	Displays and fosters supportive and cooperative interactions among colleagues; demonstrates initiative and leadership among staff.	Displays and fosters supportive and cooperative interactions among colleagues.	Maintains limited or selective supportive relationships with colleagues; may demonstrate negative relationships with colleague	Maintains negative or self-serving relationships with colleagues.

