ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

ASD MEMORANDUM #30 (2011-2012) August 8, 2011

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: SCHOOL BOARD OBJECTIVE #4 UPDATE: STAFF EVALUATION INSTRUMENT AND PROCESS

History

Though certificated employees had been evaluated in the Anchorage School System for many years prior, the Anchorage School Board adopted the current Certificated Employee Evaluation system in June 1997 in response to the passage of House Bill 465. Teacher evaluation is now referenced in Alaska Statute as AS 14.20.149.

The new law required the District to establish and adopt performance standards for teachers and administrators based on professional performance standards adopted by the Department of Education and Early Development. The law requires that all teachers and administrators be evaluated annually. The statute specifically permits the District to limit evaluations of tenured teachers who have consistently exceeded the District performance standards to one evaluation every two years. In addition the Statute requires that a Plan of Improvement be incorporated as part of the evaluation process.

In 1998 Evaluation Rubrics were adopted by the Board. These formal guidelines are used to provide supervisors with more detailed explanations of what constitutes compliance with our adopted performance standards.

School Board Objective #4

The School Board adopted a number of Directed Board Objectives in September 2010 including School Board Objective #4:

> "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. The emphasis should be a framework for consideration of available student achievement data to the full

> extent of its limited value as soon as possible, such that the data is neither ignored nor given undue influence. This consideration is not expected to yield numerical scores or rankings, but serve only as an indicator and aid in identifying areas where greater attention may be warranted. Investigate options for using computer learning programs to evaluate academic progress of students during the school year. Develop a model for also considering outcome data in evaluation of other student-contact staff."

In response to this Directed Objective Human Resources has been conducting an ongoing review of various evaluation models and evaluation best practices incorporating student achievement.

A survey of district administrators was conducted in March which encompassed the current process, evaluation instrument and training needs. The survey results were reviewed in April 2011 by administration. 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.

In May a committee of principals met to review the survey and make recommendations. The selection criteria for the committee included: educational background (including elementary, middle school and high school experience), ASD administrative tenure (short term and experienced), optional and charter school program experience, and personal interest. The members of the committee were Diane Hoffbauer, Alaska Native 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. The committee made recommendations for changes to the Teacher Evaluation rubric and to the Alternative Model Evaluation for tenured teachers. The suggested changes included placing a greater emphasis on student data and how it is applied to the differentiation of student instruction, and modifying the Alternative Evaluation to provide more emphasis on school and District goals. These recommendations were viewed as providing an opportunity for individual teachers to demonstrate their instructional effort and its connection with student progress.

Meetings will be scheduled in the upcoming months with principals to review/develop specific changes to the Model Proposal Evaluation; with the AEA Teacher Evaluation Committee to review recommended changes; to schedule principal/supervisor trainings to address identified needs i.e. observation techniques, incorporating student performance and holding difficult conversations.

The attached Certificated Employee Evaluation Document is divided into six main sections:

- State Statute governing employee evaluation
- Certificated Employee Evaluation Process
    - Bargaining Unit Language
    - Summary of Certificated Evaluation Process
    - Alaska State Teacher Standards
    - General Information
- Proficiency evaluation outline 'how to'
    - Checklist
    - Observations
    - Professional Support
        - Mentors
    - Plan of Improvement
- Alternative Guidelines
- Input Guidelines for community, parents, staff and students
- Teacher Evaluation Rubrics

CC/TH

Attachment: Certificated Employee Evaluation Document

Prepared by: Todd Hess, Director, Contract Administration
Approved by: Eric Tollefsen, Executive Director, Human Resources

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 September 2010

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.

Anchorage School District

Educating All Students for Success in Life

ASD School Board Ongoing Overall Goals
2010-2011
(Approved 8/9/2010)

ASD Mission: To educate all students for success in life.

1. All students will graduate from high school prepared for postsecondary academic/vocational/career opportunities.
2. The achievement gap between ethnic and economic groups in the highly diverse ASD will be eliminated through education that is accessible, culturally responsive, supportive of students and safe.
3. ASD will partner with parents and the community for greater educational success for our students.
4. ASD will manage effectively and efficiently all financial and human resources.
5. All ASD departments will support the mission of the District with good customer service, both internally and externally.

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

The goal of the evaluation process is the improvement of teaching and increased student performance. The report forms used are intended to encourage educators and principals to work together, specifically to help students learn. Educators who meet established district standards will be given the latitude to choose the type of evaluation process in which they will participate in subsequent years, in collaboration with peers and the designated administrator, on a multi-year cycle. Teachers who need professional support to meet the standards will have available to them resources that provide this support. Resources may be provided through 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 implementation. However, once the standard is reached, the educator will pursue alternative evaluation procedures for two years, returning to the "proficiency 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. Alternative 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 will be initiated by the supervisor.

E. Classroom Observations
1. Proficiency Evaluations: Educators shall receive a minimum of two formal written observations annually. These observations shall include a pre and post observation conference to discuss the lesson observed.
2. Alternative Evaluation Models: Educator observations and conferences will occur informally and collegially throughout the year. Minimally, there will be a conference at the beginning and end of the year to discuss the selected model, focus, and programs.

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

   a) engage in thoughtful and critical examination of the teacher's practice with others, including describing the relationship of beliefs about learning, teaching and assessment practice to current trends, strategies and resources in the teaching profession; and
   b) demonstrate consistency between a teacher's beliefs and the teacher's practice.

2. A teacher understands how students learn and develop, and applies that knowledge in the teacher's practice.

   A teacher shall:

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

3. A teacher teaches students with respect for their individual and cultural characteristics.

   A teacher shall:

   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:

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

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

   A teacher shall:

   a) create, select, adapt and use a variety of instructional resources which support adopted district curriculum and facilitate student achievement;
   b) strike a balance between dissemination of information, providing for adequate student practice time, and encouraging application of new information to practical problems;
   c) check regularly for students' understanding of content, concept, and provide timely notice of their progress on skills and assignments in order to increase student learning and confidence to learn;
   d) use a variety of assessment methods that provide information about and reinforce student learning, and that assist students in evaluating their own progress;
   e) organize and maintain records on students' learning, and use a variety of methods to timely report on student progress to students, parents, administrators and other appropriate audiences; and
   f) self-evaluate and adjust teaching practice based on information gained from assessment to facilitate student progress toward learning and district curricular goals for the subject;

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

   A teacher shall:

   a) create and foster a stimulating, inclusive and safe learning community in which students take intellectual risks and work both independently and collaboratively;
   b) establish high standards for student performance

and clear expectations of what students will learn and communicate those standards to students and parents; recognize and acknowledge outstanding student performance;

c) use questioning strategies that promote learning;

d) elicit overt (observable) behavior in all students in order to check for understanding;

e) plan and use a variety of classroom management techniques to establish and maintain an environment in which all students are able to learn;

f) assist students in understanding their role in sharing responsibility for their learning;

g) understand and clearly post district and school discipline policies, classroom rules, and behavior expectations; fairly and consistently enforce class rules and behavior expectations.

7. A teacher works as a partner with parents, families and with the community.

A teacher shall:

a) promote and maintain regular and meaningful communication between the classroom and student families;

b) establish partnerships with parents and families to support and promote student learning;

c) participate in school and district efforts to communicate with the broader community and involve parents and families in student learning;

d) connect, through instructional strategies, the school and classroom activities with student homes and cultures, work places and the community; and involve parents and families in setting and monitoring student learning goals.

8. A teacher participates in and contributes to the teaching profession.

A teacher shall:

a) maintain a high standard of professional ethics;

b) update both knowledge of the teacher's content area(s) and best teaching practice through instructional development activities to improve the quality of or update classroom, school or district programs;

c) communicate, work cooperatively and develop professional relationships with colleagues;

d) complete lesson plans, reports, records, and requisitions in a professional manner;

e) demonstrate proficiency in written and oral communication;

f) be receptive to constructive suggestions;

g) maintain good grooming and personal care;

h) perform non-instructional duties as requested (e.g. recess, hall, detention, study);

i) exhibit a positive attitude toward the profession and be flexible and cooperative with colleagues, administrators, parents and students;

j) evaluate own performance;

k) maintain up-to-date knowledge of district curriculum requirements.

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.

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 placed in the school professional library for checkout by staff and/or will be available on the district Web sites from page 34 (input forms).

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 Alternative Evaluation. These educators will remain on this evaluation process for two years unless there is a performance concern.

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

If a performance concern has been identified and addressed, yet no improvement has occurred, the supervisor may move a tenured individual back to a Proficiency Evaluation (Level I), in order to resume the formal observation/standards compliance process. A tenured certificated employee may be placed on Professional Support or a Plan of Improvement after two formal observations. Tenured evaluations are due May 5 of each year.

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

An educator cannot be evaluated on both proficiency evaluation and alternative cycle at the same time.

Observation Information

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

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

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

Personnel File

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

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

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

Proficiency Evaluation
All certificated employees start here.
Employee's goal is to meet State Standards.

Compliance

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

OR

Non-Compliance

Employee does not meet State Standards in one or more areas on proficiency evaluation

Alternative Evaluation

Year 2 and 3 for tenured employees.

Educator selects an evaluation model.

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

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

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

Professional Support

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

Plan of Improvement

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

Standards Compliance, Level I: Proficiency Evaluation

HOW TO USE THE PROFICIENCY EVALUATION—Supervisor directions

This Proficiency 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, access to server instructions for retrieval.

_______________ 3. Notification of process: Proficiency Evaluation or Alternative Model and name of evaluator by September/October. (Evaluator must hold a Type B certificate and not be a member of AEA bargaining unit.)

_______________ a. All non-tenured teachers must use the Proficiency Evaluation. The goal is to meet state standards. Goal setting is NOT part of the process.

_______________ b. The Alternative Evaluation Model is for tenured staff who have met or exceeded the standards. Non-tenured educators may participate in an alternative model, however they must be evaluated on the Proficiency Evaluation.

_______________ 4. Conferences should begin in early October. If on Alternative Cycle, 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. First Pre-observation Conference.

_______________ 8. First Scheduled Observation.

_______________ 9. First Post-observation Conference.

_______________ 10. Second Pre-observation Conference.

_______________ 11. Second Scheduled Observation.

_______________ 12. Second Post-observation Conference.

_______________ 13. Evaluation must be submitted by supervisor to non-tenured educators no later than **February 15**, and to tenured educators no later than **May 5**.

_______________ 14. Educators on Alternative Cycle will select a model and submit completed proposal by **October 15**.

_______________ 15. Principal electronically finalizes model proposal worksheet.

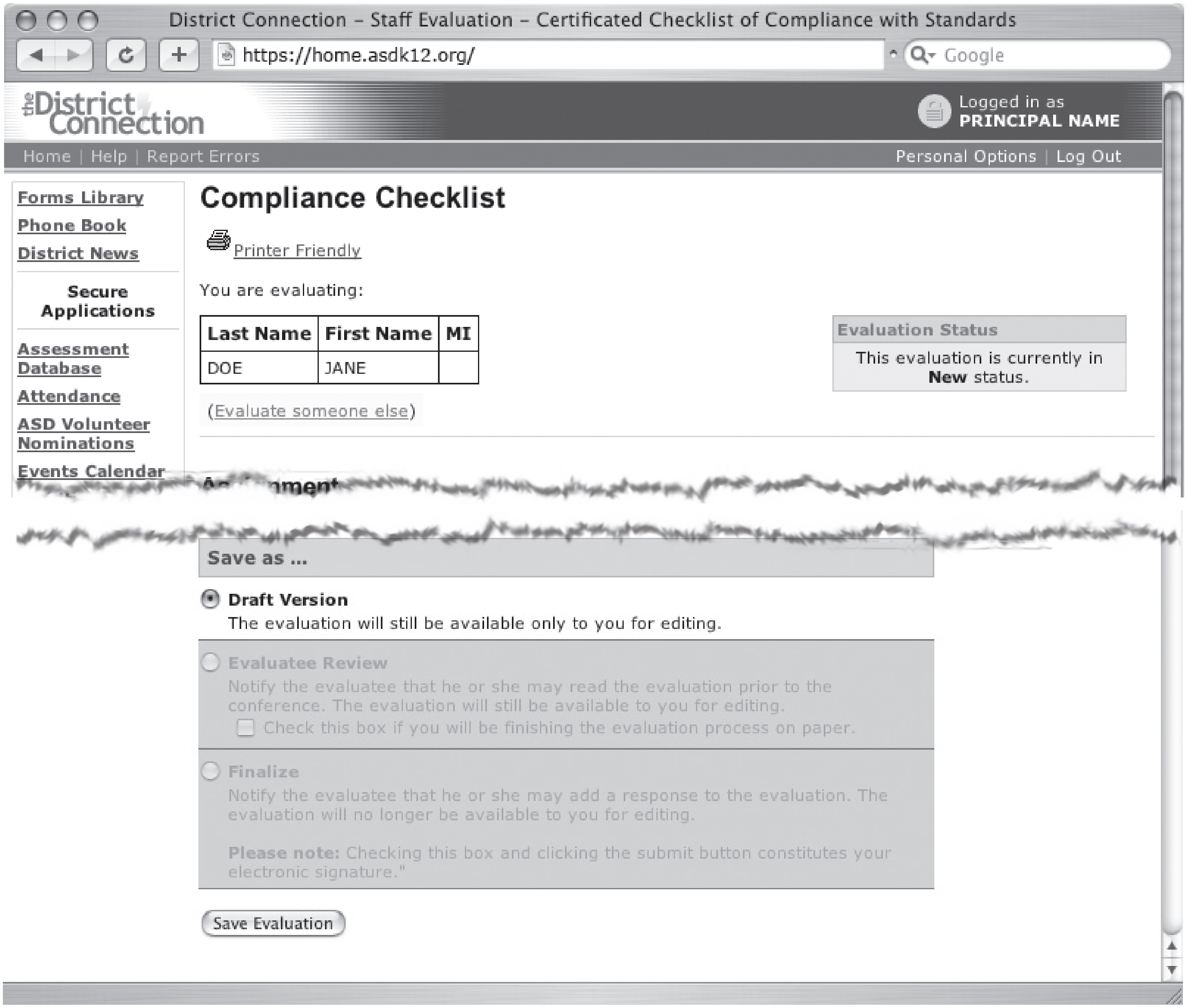
_______________ 16. Year-end reports for Alternative models are due **April 25** to the principal.

_______________ 17. Receive principal's comments no later than May 5.

_______________ 18. Electronically sign Year-end Report within 10 calendar days after receiving principal comments.

Congratulations! You have completed the Evaluation Process

Revised 5/08



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 save to finalize.

Observations

Proficiency 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 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 those attempts to correct the concerns can take place immediately.

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

Alternative

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

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.).

Instructional Plan

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

1. Briefly describe the students in this class, including those with special needs.

2. What are your goals for the lesson? What do you want the students to learn?

3. Why are these goals suitable for this group of students?

4. How do these goals support district curriculum, school goals, current research and current student standards?

5. How do you plan to engage students in the content? What will you do? What will the students do? (Include time estimates)

6. What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties?

7. What instructional materials or other resources, if any, will you use?

8. How do you plan to assess student achievement of the goals? What procedure will you use? (Attach any tests or performance tasks if you have them available.)

9. How do you plan to make use of the results of the assessment?

Guide for Professional Support

Proficiency Evaluation
Guide Professional Support

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

If, after completing the formal evaluation process, it has been determined that an educator requires professional support, a Guide For Professional Support form will indicate the areas where support is needed. The Guide for Professional Support form is attached to the Proficiency 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 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.

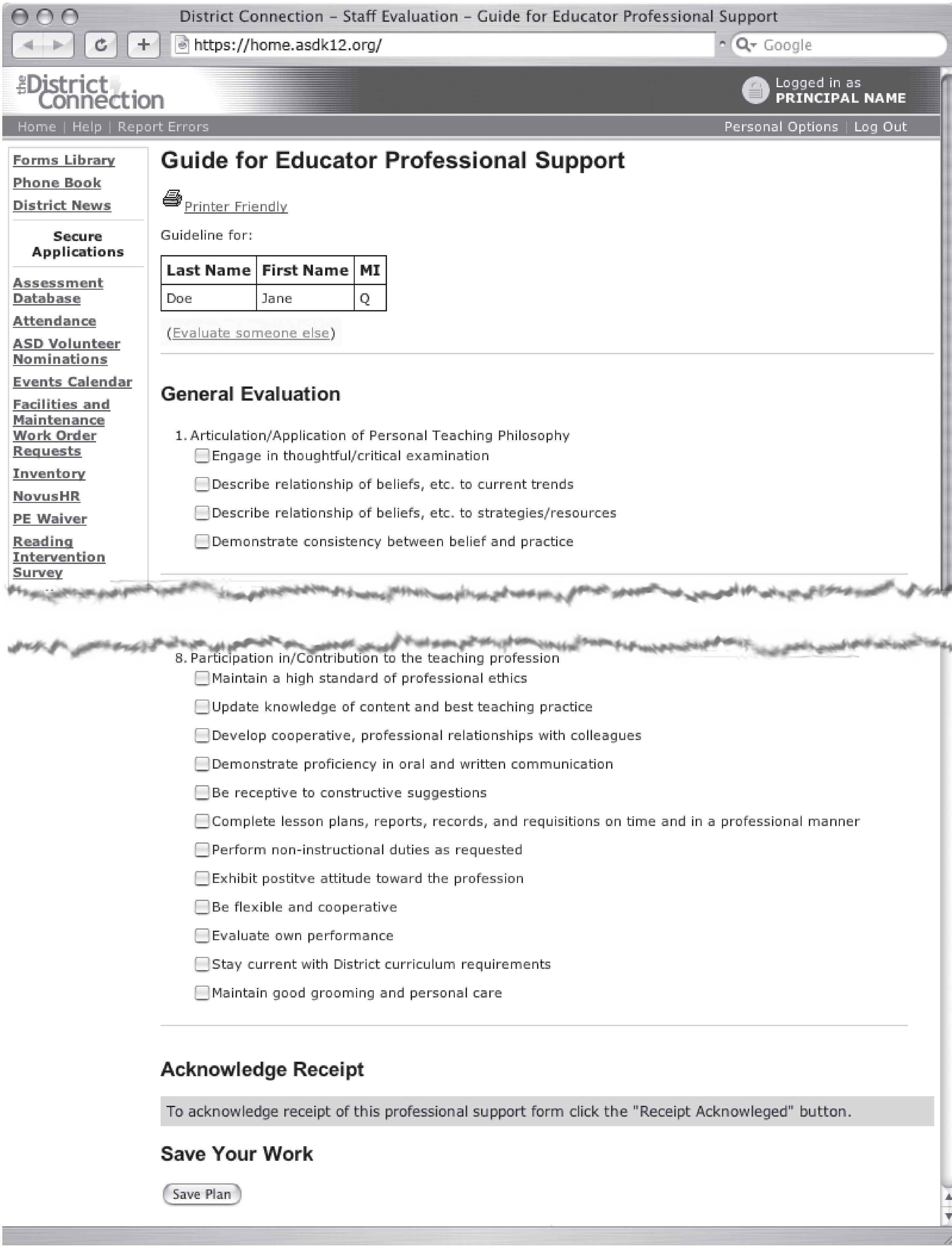
<u>The supervisor will provide guidance/suggestions into the design of the plan through Step A listed below.</u>

A. Arrange for a conference with your supervisor to discuss possible activities and ideas for ways to improve in identified area.

I<u>t is the responsibility of the teacher to carry out steps for A through C listed below.</u>

A. Request an instructional coach from AEA to help you. One will be provided based on availability.
B. Identify workshops, training, professional literature and other related events that pertain to the area of growth.
C. Collaborate with experienced teachers in your building.

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



District Connection – Staff Evaluation – Guide for Educator Professional Support

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Logged in as **PRINCIPAL NAME**

Home | Help | Report Errors

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Forms Library
Phone Book
District News

Secure Applications

Assessment Database
Attendance
ASD Volunteer Nominations
Events Calendar
Facilities and Maintenance Work Order Requests
Inventory
NovusHR
PE Waiver
Reading Intervention Survey

Guide for Educator Professional Support

Printer Friendly

Guideline for:

Last Name	First Name	MI
Doe	Jane	Q

(Evaluate someone else)

General Evaluation

1. Articulation/Application of Personal Teaching Philosophy
   - Engage in thoughtful/critical examination
   - Describe relationship of beliefs, etc. to current trends
   - Describe relationship of beliefs, etc. to strategies/resources
   - Demonstrate consistency between belief and practice

8. Participation in/Contribution to the teaching profession
   - Maintain a high standard of professional ethics
   - Update knowledge of content and best teaching practice
   - Develop cooperative, professional relationships with colleagues
   - Demonstrate proficiency in oral and written communication
   - Be receptive to constructive suggestions
   - Complete lesson plans, reports, records, and requisitions on time and in a professional manner
   - Perform non-instructional duties as requested
   - Exhibit postitve attitude toward the profession
   - Be flexible and cooperative
   - Evaluate own performance
   - Stay current with District curriculum requirements
   - Maintain good grooming and personal care

Acknowledge Receipt

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

Save Your Work

Save Plan

Anchorage School District
Certificated Employee Evaluation Document

CHECKLIST FOR THOSE PLACED ON PROFESSIONAL SUPPORT

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

______________ 1. Meet with your administrator

______________ 2. Receive two evaluation documents—the “Proficiency Evaluation” (Compliance with Standards Checklist) and the “Guide for Teacher Professional Support.”

______________ 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.

______________ 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 move to the next step in the cycle. If insufficient progress is shown, more formal intervention will be warranted.

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

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

Mentors & Instructional Coaches

Instructional Coach Support Guidelines

The Instructional Coach Program offers assistance to those educators who have been formally evaluated and placed on Professional Support of a Plan of Improvement. 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 employer's supervisor regarding the educator's progress on a Guide for Professional Support or a Plan of Improvement, 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.

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.

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

District Connection – Staff Evaluation – Certificated Plan of Improvement Form

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Secure Applications

Assessment Database
Attendance
ASD Volunteer Nominations
Events Calendar
Facilities and Maintenance Work Order Requests
Inventory
NovusHR
PE Waiver
Reading Intervention Survey
Reading Intervention

Certificated Plan of Improvement Form

Printer Friendly

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

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

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

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

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

Name

Recommended Activities

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

Acknowledge Receipt

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

Save Your Work

Save Plan

Anchorage School District
Certificated Employee Evaluation Document

CHECKLIST FOR THOSE PLACED ON PLANS OF IMPROVEMENT

______________ 1. Meet with your administrator. If this meeting is to inform you that you are on a Plan of Improvement, you have the right to stop the meeting and request an Association Representative to be present. You shall be given 48 hours to obtain such representation.

______________ 2. Should you choose to obtain representation, contact an AEA Rights Committee person at 274-0536, 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 "Proficiency Evaluation" (Compliance with Standards Checklist), and the "Plan of Improvement."

______________ 4. Receive a letter of warning from your administrator, clearly stating that you are now in a job jeopardy situation and failure to comply with the requirements of the Plan may result in loss of employment.

______________ 5. Following the receipt of the written evaluation, you have <u>10 calendar days</u> 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.

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

Alternative Evaluation Guidelines for Tenured Certificated Staff Only

Procedures for Selection of an Alternative Evaluation Model

Choosing a Performance Evaluation Model

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

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

Informal Observations/conferences

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

Choosing Colleagues for a Group Model

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

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

Collegial groups share the responsibility for ensuring that the individual members have completed an action plan consistent with the group's overall efforts. Monitoring and supporting individual progress within the group remains a collegial responsibility. Therefore, when choosing a group, the educator should consider the elements of trust, support, commonality of purpose, and requirements of the specific model.

Developing a Group Plan

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

An important feature of any group plan is the clear definition of purpose, along with roles and responsibilities for peers and colleagues. For example, in some models, peers may observe and provide input for review, but the observation and review may not be reciprocal. Team members 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 must complete a *Year-End Report*, due prior to April 25. In keeping with the emphasis on formative evaluation, *Year-End Reports* **must address the following** as related to improved student performance:

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

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

The *Year-End Report* 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 and kept in the unit personnel file.
- **Year-End Report:** Report indicates year's progress toward meeting expectations, or the areas teacher/group have identified for improvement, evaluation of instructional techniques, and suggestions for improvement. Report is to be submitted to your principal/supervisor prior to April 25 to assure that the required response time is available for completion of the process by May 5. The original is kept in the district personnel file.

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

Overall Rating

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

The alternative model that educators have chosen may or may not be completed in one year. What is expected is that the educator will document his/her professional development at the end of each year.

Precautions

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

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

Developing Alternative Evaluation Models

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

Model Proposal Worksheet

1. Educators select the model that is most appropriate for their own professional duties and goals and complete the **Model Proposal Worksheet.**
2. All teachers/administrators involved in a particular proposed model 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 performance
   - Collegial support
   - Opportunities for parent and student input
   - Professional growth
3. **Evidence:** Explain how you or your group will document progress toward meeting the standards. What indicators will you use?
4. **Procedures:** Indicate the approximate reporting/conference dates. When necessary explain procedures for group meetings, and collegial support.
5. **Other Comments:** Add any other details that would help others to understand how you plan to implement the particular model.
6. **Response to Model Selection:** Indicate approval, recommend adjustments or requirements for revision of model proposal.

Descriptions of Evaluation Models Available for Proficient 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
- written summaries of peer observations
- documentation of professional conferences, classes, or seminars, attended and engaged in
- written student, parent or colleague communication you have received, or
- other applicable documentation.

Step 7 Filter artifacts, incorporating the best documentation in your completed portfolio. Asking yourself the following questions will help you put together a quality portfolio:
For what purpose am I including this?
What am I trying to get at?
Which artifact(s) best demonstrate success?

Step 8 Assemble your portfolio so that it can be used as a reflective tool that is clear to yourself and to the members of your peer group. Include in the portfolio a year-ending critique of the portfolio and process. The self-appraisal critique should answer questions such as the following:
What evidence do I have that I favorably impacted student performance?
What have I learned as a professional?
How have I learned?
How will what I have learned affect my future practice?
What aspects of this year's portfolio should be incorporated into next years?

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

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

Study Group Model

Description:

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

Participants:

The study group model is for established collegial groups (school, school-within-a-school, middle school team, grade level team, leadership team) who already have a set of common beliefs and who have established significant levels of trust. Groups who do not yet have such a common philosophy and history may find that other models can be used to develop common beliefs.

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

Approach:

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

Step 1
Identify your group.

Step 2
Identify potential areas for improvement and reach consensus

on a target.

Step 3
Establish a mission, mutual expectations, group processes, and evaluation criteria for team effectiveness.

Step 4
Define individual goals, set activities* and timelines for achieving them, and criteria for evaluating effectiveness.

Step 5
Meet with administrator to present *Model Proposal Worksheet*, consider feedback and come to a mutual agreement.

Step 6
Activate plan.

Step 7
Collect and analyze data and present conclusions.

Step 8
Complete *Year-End Report* and meet with principal/supervisor to share results.

Step 9
Evaluator submits *Year-End Report* to Human Resource Department.

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

Project-Based Learning Model

Description:

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

Participants:

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

Approach:

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

Step 1
Identify specific project.

Step 2
Determine whether individual or group project. If project is to be done by an individual, identify collegial support.

Step 3
If project is to be done by a group, establish mission, mutual expectations, group processes, and evaluation criteria for team effectiveness.

Step 4
Define individual goals, set activities and timelines for achieving them, and criteria for evaluating effectiveness.

Step 5
Meet with administrator to present *Model Proposal Worksheet*, consider feedback, and come to a mutual agreement.

Step 6
Activate plan.

Step 7
Collect and analyze data and present conclusions.

Step 8
Complete *Year-End Report* and meet with principal/supervisor to share results.

Step 9
Administrator submits *Year-End Report* to Human Resource Department.

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

Action Research/Self Study

Description:

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

Participants:

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

Approach:

Step 1
If appropriate, identify and invite colleagues to participate in the research process .

Step 2
Identify potential areas of learning and improvement and reach consensus on goals.

Step 3
Determine which resources will be used for the research process, (e.g., books, journal articles, classroom observations, peer consultation, videos, etc.).

Step 4
Create a plan for meeting regularly and collecting data.

Step 5
Meet with administrator and present *Model Proposal Worksheet,* consider feedback, and come to a mutual agreement.

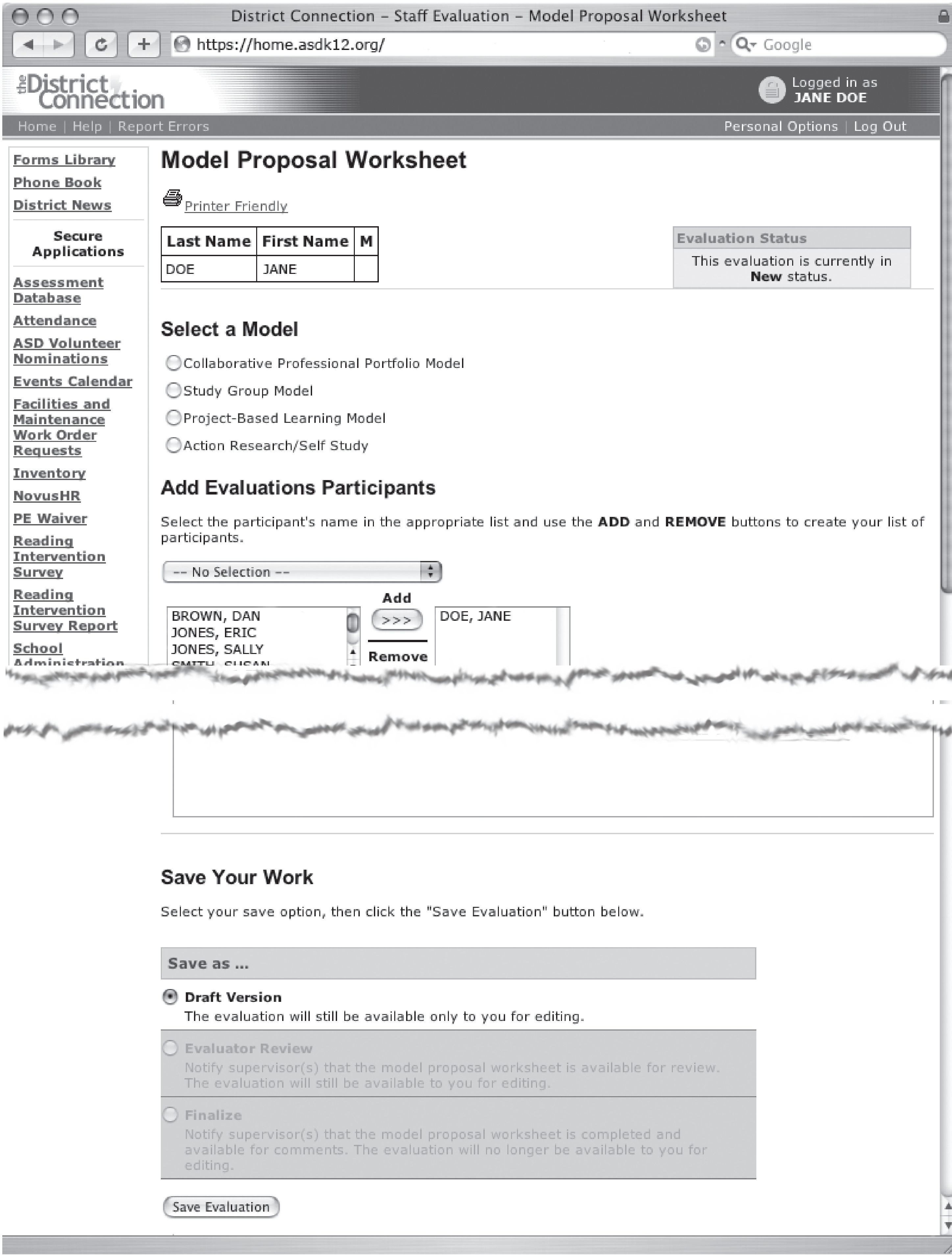
Step 6
Collect data from a variety of sources, including readings, observations, surveys, interviews, and observations.

Step 7
Analyze and interpret data.

Step 8
Take action to implement changes in practice based on learning.

Step 9
Complete *Year-End Report* and meet with principals/ supervisor to share results.

Step 10
Administrator submits *Year-End Report* to Human Resource Department.


District Connection – Staff Evaluation – Model Proposal Worksheet
https://home.asdk12.org/
Google
The District Connection
Logged in as JANE DOE
Home | Help | Report Errors
Personal Options | Log Out
Forms Library
Phone Book
District News
Secure Applications
Assessment Database
Attendance
ASD Volunteer Nominations
Events Calendar
Facilities and Maintenance Work Order Requests
Inventory
NovusHR
PE Waiver
Reading Intervention Survey
Reading Intervention Survey Report
School
Model Proposal Worksheet
Printer Friendly
Last Name | First Name | M
DOE | JANE
Evaluation Status
This evaluation is currently in New status.
Select a Model
Collaborative Professional Portfolio Model
Study Group Model
Project-Based Learning Model
Action Research/Self Study
Add Evaluations Participants
Select the participant's name in the appropriate list and use the ADD and REMOVE buttons to create your list of participants.
-- No Selection --
Add
>>>
Remove
BROWN, DAN
JONES, ERIC
JONES, SALLY
DOE, JANE
Save Your Work
Select your save option, then click the "Save Evaluation" button below.
Save as ...
Draft Version
The evaluation will still be available only to you for editing.
Evaluator Review
Notify supervisor(s) that the model proposal worksheet is available for review. The evaluation will still be available to you for editing.
Finalize
Notify supervisor(s) that the model proposal worksheet is completed and available for comments. The evaluation will no longer be available to you for editing.
Save Evaluation

District Connection - Staff Evaluation - Year-End Report

https://home.asdk12.org/staffeval/YearEndReport.aspx?masterFormID=12&viewforr

OS X Screenshot

Apple .Mac Amazon eBay Yahoo! News

the District Connection

Logged in as **QUYNH LE**

Home | Help | Report Errors

Personal Options | Log Out

Forms Library
Phone Book
District News

Secure Applications

Address Boundary
Administration
Assessment Database
Attendance
ASD Volunteer Nominations
Equal Employment Opportunity
StaffAdmin
Events Calendar
Facilities and Maintenance Work Order Requests
Forms and Pubs Library
Human Resources
Computer Inventory
Kindergarten Admin
Mail System Reports
MAXIMO Split Time Entry
NovusHR
OASIS
Olap Reporting Test
Payroll
PE Waiver Test
Communications
Purchasing
Reading Intervention Survey
Reading Intervention Survey Report

Educator Year-End Report

Printer Friendly

Last Name	First Name
LE	QUYNH
Work Location	
INFORMATION TECHNOLOGY	

Report Status

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

Position:

Standard Selected:

Model Selected:

TIP

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

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

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

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

Input forms

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

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

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

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 after September until May 5.

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

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

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

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

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

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

Anchorage School District
Teacher Evaluation Rubrics

STANDARD 1:
A TEACHER ARTICULATES AND APPLIES A PERSONAL TEACHING PHILOSOPHY

	PERFORMANCE LEVELS			
	Exceeds Standard	**Meets Standard**	**Professional Support Needed**	**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 and on student learning; demonstrates a broad repertoire of skills; offers specific alternative lessons; understands the probable success of different approaches, and modifies practices continually to be more effective.	**Accurately assesses a lesson's effectiveness and the extent to which instructional goals were met; makes a few specific suggestions of what may be tried another time; is able to discuss student learning in relation to standards for the purpose of improving student performance.**	Has difficulty assessing the success of a lesson; is not clear about lesson goals and can make few if any suggestions about how to improve it.	Does not know if a lesson was effective OR seriously misjudges the success of a lesson; has no suggestions for how a lesson may be improved another time.
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			
	Exceeds Standard	**Meets Standard**	**Professional Support Needed**	**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 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 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 plan and 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 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			
	Exceeds Standard	**Meets Standard**	**Professional Support Needed**	**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 goals that are flexible and challenging for a broad diversity of students; student learning styles, modalities and "multiple intelligences" are taken into account for maximum learning.	**Demonstrates knowledge of the different ways students learn; designs instruction to challenge the greatest number of students; curriculum is flexible to accommodate different learning styles. Adjustment of instruction is based on desired results of student learning toward meeting the standards.**	Demonstrates a limited repertoire of teaching strategies and resource knowledge appropriate to meet individual student needs; many students "fall through the cracks." Individual student attainment of standards is not addressed.	Places little value on individualizing instruction for students to meet specific learning needs; demonstrates little or no ability to do so. Instruction is based on textbook or curriculum sequence with little or no adjustment to help students meet standards.

Standard 3 continued on next page.

Anchorage School District
Teacher Evaluation Rubrics

STANDARD 3:
A TEACHER RESPECTS INDIVIDUAL AND CULTURAL DIFFERENCES

	PERFORMANCE LEVELS			
	Exceeds Standard	**Meets Standard**	**Professional Support Needed**	**Plan for Improvement Required**
Incorporates characteristics of culture into strategies for learning	Demonstrates a thorough knowledge of how cultural differences in students may affect their individual earning and social development; places a high value on appreciation of diversity; takes advantage of many opportunities to naturally integrate 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.
Promotes positive self-concept in students	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.	**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.**	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.	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.

Anchorage School District
Teacher Evaluation Rubrics

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

	PERFORMANCE LEVELS			
	Exceeds Standard	**Meets Standard**	**Professional Support Needed**	**Plan for Improvement Required**
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, and the end result is complete and coherent; directions, procedures, and content are appropriate for and clear to all students; language—both oral and written—is correct and effective. The planning often includes provision for the use of technology where appropriate. Plans routinely provide for instruction to meet the needs of students with varied ability levels.	**Instructional goals and objectives are generally clear, appropriate for student learning, and the end result is appropriate content progression and student progress toward the standards; directions, procedures and content are appropriate for and clear to most students; language-- oral and written-- is correct. The planning may include provision for the use of technology where appropriate. Plans often provide for instruction to meet the needs of students with varied ability levels.**	Instructional goals and objectives are not supported by the activities; procedures, directions, and content are usually made clear only after student confusion is expressed; language may contain errors. There is little infusion of technology into lesson planning.	Instructional goals and objectives are unclear; directions, procedures, and content are confusing to the students; incorrect use of language is common. There is no inclusion of technology in lesson planning.

Standard 4 continued on next page.

Anchorage School District
Teacher Evaluation Rubrics

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

	PERFORMANCE LEVELS			
	Exceeds Standard	**Meets Standard**	**Professional Support Needed**	**Plan for Improvement Required**
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 issues.	**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 achievement 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 achievement 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.

Anchorage School District
Teacher Evaluation Rubrics

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

	PERFORMANCE LEVELS			
	Exceeds Standard	**Meets Standard**	**Professional Support Needed**	**Plan for Improvement Required**
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 most student and facilitate success.**	Uses some educational resources and may use available technology; lessons are moderately effective in facilitating student success.	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.

Standard 5 continued on next page.

Anchorage School District
Teacher Evaluation Rubrics

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

	PERFORMANCE LEVELS			
	Exceeds Standard	**Meets Standard**	**Professional Support Needed**	**Plan for Improvement Required**
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

Anchorage School District
Teacher Evaluation Rubrics

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

	PERFORMANCE LEVELS			
	Exceeds Standard	**Meets Standard**	**Professional Support Needed**	**Plan for Improvement Required**
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 demonstrates 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 standards.**	Establishes expectations that may not be challenging to all students, understood by each student, or reflective of differentiated curriculum.	Evidence of low expectations for students is observed.

Standard 6 continued on next page.

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

	PERFORMANCE LEVELS			
	Exceeds Standard	**Meets Standard**	**Professional Support Needed**	**Plan for Improvement Required**
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 promote achievement of standards. Learning strategies include discussions and questioning that promote learning, as well as cooperative learning techniques; student participation and responses indicate individual understanding of content and or concept.**	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.
Demonstrates effective classroom management skills	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.	**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.**	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.	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.

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

	PERFORMANCE LEVELS			
	Exceeds Standard	**Meets Standard**	**Professional Support Needed**	**Plan for Improvement Required**
Promotes partnership and maintains regular communication between classroom and student's family	Provides regular information to parents about the instructional program and their own child's progress; parental concerns are handled promptly with sensitivity and professionalism.	**Provides regular information about instructional program; 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 be 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.

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STANDARD 8:
A TEACHER PARTICIPATED IN AND CONTRIBUTES TO THE TEACHING PROFESSION

	PERFORMANCE LEVELS			
	Exceeds Standard	**Meets Standard**	**Professional Support Needed**	**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 is 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 colleagues.	Maintains negative or self-serving relationships with colleagues.