

### Evaluation of Certificated Personnel

The District has a firm commitment to performance evaluation of District personnel, whatever their category and level, through the medium of a formalized system. The primary purpose of such evaluation is to assist personnel in professional development and in achieving District goals, and to assist with decisions regarding personnel actions. This policy applies to certificated personnel, but the District shall differentiate between instructional and non-instructional certificated personnel.

The District's evaluation process is based, in part, on the work of Charlotte Danielson as presented in *Enhancing Professional Practice: A Framework for Teaching, 2<sup>nd</sup> Edition, 2007*. Ms. Danielson's research provides the elements of effective instruction that most often lead to improved student achievement.

Each certificated staff member shall receive at least one (1) written evaluation to be completed by no later than June 1 for each annual contract year of employment.

### Objectives

The performance evaluation model is designed to:

- Maintain or improve each employee's job satisfaction and morale by letting him/her know that the supervisor is interested in his/her job progress and personal development.
- Serve as a systematic guide for supervisors in planning each employee's further training.
- Assure considered opinion of an employee's performance and focus maximum attention on achievement of assigned duties.
- Assist in determining and recording special talents, skills, and capabilities that might otherwise not be noticed or recognized.
- Assist in planning personnel moves and placements that will best utilize each employee's capabilities.
- Provide an opportunity for each employee to discuss individual goals, job interests and challenges/concerns with his/her supervisor.
- Assemble substantiating data for use as a guide, although not necessarily the sole governing factor, for such purposes as promotions, disciplinary action, and termination.

### Responsibility

The Superintendent or the Superintendent's designee has the responsibility for the administration and monitoring of this Policy and will ensure the fairness and efficiency of its execution, including:

- Distributing proper evaluation forms in a timely manner.
- Ensuring completed evaluation forms are returned for filing by a specified date.
- Reviewing evaluations for completeness.
- Identifying discrepancies.
- Ensuring proper safeguards for processing and retention of completed evaluations.
- Implementing the plan for ongoing training for evaluators and certificated personnel on

the District's evaluation standards, forms, and process and a plan for collecting and using data gathered from evaluations;

- Conducting annual and as-needed review of this Policy to maintain compliance with federal, state and district expectations. Review shall include stakeholder input from teachers, Board members, administrators, parents, and guardians, and other interested parties;
  - During this review, strengths and weaknesses of instruction and how it relates to student achievement will be analyzed. Professional development will be aligned to these factors;
  - Data for review will be securely stored in an appropriate data storage system.
- Ensuring that any modification to this Policy, approved by the Board, will be submitted to the State Department of Education for approval.
- Ensuring that remediation occurs for employees that receive component or summative evaluation ratings where coaching and/or disciplinary action is warranted;
- Ensuring that any administrative or disciplinary action taken based on a summative evaluation is communicated to the employee in accordance with state law and district policy.
- Implementing a plan for how evaluations will be used to identify certificated personnel proficiency and record growth over time;
- Implementing a plan for how evaluations will be used to develop Individualized Professional Learning Plans;
- Ensuring the summative rankings of individual certificated personnel evaluations are reported to the State Department of Education annually for State and Federal reporting purposes.
- Ensuring that all evaluation records are kept confidential within the parameters identified in federal and state regulations regarding the right to privacy.

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

- Continuously observing and evaluating an employee's job performance including a minimum of two (2) documented observations annually for certificated personnel, one (1) of which shall be completed prior to January 1<sup>st</sup> of each year. In situations where Certificated personnel are unavailable for two (2) documented classroom observations, due to situations such as long-term illness, late year hire, etc., one documented classroom observation is acceptable.
- Approving which student growth measures will be used to determine whether or not student achievement goals have been met for each instructional certificated personnel.
- Holding periodic coaching sessions with each employee to discuss job performance.
- Completing Performance Evaluations as required.
- Obtaining documentation of proficient certification in conducting evaluations based on the Danielson Framework within the first year of employment as an Administrator with the district, and thereafter as required to maintain their Idaho Administrator certificate.

### Evaluation Model Professional Development and Training

The District is committed to a consistent and fair application of this Policy for all certificated personnel.

District administrators will participate in group calibration and discussion of the Danielson model on a monthly basis. Quarterly district learning walks, which will include calibration discussions, will occur in schools in accordance with the training schedule developed by the Director of Teaching and Learning.

All staff will be updated annually on changes to this policy. New staff to Lake Pend Oreille School District will be required to participate in a mentee/teacher group which meets monthly. Through participation in this group, each mentee will obtain professional development focused on the Charlotte Danielson Framework for Teaching.

### Certificated Personnel Performance Evaluation Program

The evaluation forms are aligned with minimum State standards and based upon Charlotte Danielson's Framework for Teaching and will include, at a minimum, the following general criteria upon which the performance evaluation system will be based:

1. Certificated Instructional Personnel
  - Planning and Preparation
    - Demonstrating Knowledge of Content and Pedagogy
    - Demonstrating Knowledge of Students
    - Setting Instructional Outcomes
    - Demonstrating Knowledge of Resources
    - Designing Coherent Instruction
    - Designing Student Assessments
  - Classroom Learning Environment
    - Creating an Environment of Respect and Rapport
    - Establishing a Culture for Learning
    - Managing Classroom Procedures
    - Managing Student Behavior
    - Organizing Physical Space
  - Instruction and Use of Assessment
    - Communicating with Students
    - Using Questioning and Discussion Techniques
    - Engaging Students in Learning
    - Using Assessment in Instruction
    - Demonstrating Flexibility and Responsiveness
  - Professional Responsibilities
    - Reflecting on Teaching
    - Maintaining Accurate Records
    - Communicating with Families
    - Participating in a Professional Community

- Growing and Developing Professionally
- Showing Professionalism

2. Certificated Non-instructional Personnel

- All certificated non-instructional personnel evaluations are differentiated and aligned with Charlotte Danielson's Framework for Teaching and national standards for the position, as applicable.

Determining the Summative Evaluation Score:

- 67% of the evaluation will be based on Professional Practice: The Danielson Framework for Teaching Evaluation and at least one of the following- student surveys, parent surveys, and/portfolios.
- 33% of the evaluation will be based on multiple objective measures of growth in student achievement, as identified by the evaluator.
  - Idaho Statewide Assessment Test
  - Pre- and Post-Test comparison (by student, by class, or by student caseload)
  - District Writing assessments (fall to spring)
  - IRI (fall-winter-spring)
  - MAP data (by student, by class, or by student caseload)
  - Aimsweb Benchmark assessments
  - STAR Reading test
  - Letter Name Fluency and/or Letter Sound Fluency assessments
  - Common End of Course assessments
  - School-specific benchmark assessments
  - Quantifiable goals stated in a student's 504 plan or Individualized Education Plan (IEP)
  - Quantifiable goals in a student's Behavior Improvement Plan
  - Others, as identified as research-based and appropriate by the building administrator
- A "Formal" Evaluation (see Process below) will occur for the following:
  - Each new certificated personnel to the District
  - Each certificated staff member on their first Category 2 contract
  - All certificated personnel will receive a "Formal" evaluation at least once every four (4) years.
- Each certificated staff member will be given a summative evaluation rating of one of the following:
  - Unsatisfactory being equal to "1"
  - Basic being equal to "2"
  - Proficient being equal to "3"

Process

1. Evaluators will determine at the beginning of each school year which certificated personnel will receive a "Formal", and which an "Informal", evaluation. All evaluations will include the 22 components of the Danielson Framework for Teaching. A "Formal" evaluation will include a Formal observation with pre- and post-observation conference.

2. Each certificated staff member will complete an Individualized Professional Learning Plan (Self-Reflection & Goals form) prior to October 15, unless other arrangements are made with the evaluator. All certificated personnel other than those in their first year of employment with the District should use their previous year's summative evaluation as a guide in preparing their Individualized Professional Learning Plan.
3. Evaluators and certificated personnel will collaborate to determine which student measures of achievement will be used to determine the student growth portion of the summative evaluation score.
4. Evaluators will schedule and hold a pre-observation conference with each certificated staff member to review the Individualized Professional Learning Plan.
5. Evaluators will conduct frequent observations of certificated personnel, documenting at least two (2) observations, one of which must be documented prior to January 1.
6. For those certificated personnel receiving a "Formal" evaluation, at least one Formal observation should be completed prior to January 1:
  - a. Following the pre-observation conference, a scheduled Formal observation of a minimum of 45 minutes shall be conducted.
  - b. Within 48 hours of the Formal observation, the evaluator will share observation notes with the employee.
  - c. Within 10 days of the Formal observation, the evaluator will conduct a post-observation meeting with the employee to review observation notes and any employee comments.
7. Each certificated staff member will collect data to be used as evidence for whether or not students have met achievement goals.
8. Each instructional certificated staff member will collect student and/or parent surveys, or prepare a portfolio to be reviewed by the evaluator in determining an evaluation score for Professional Practice. Surveys and/or portfolios are optional for non-instructional certificated personnel.
9. Each certificated staff member will review and submit their Individualized Professional Learning Plan (Self-Reflection & Goals form) prior to May 1, providing any updates since the prior submission of the form.
10. Evaluators will prepare the summative Evaluation form, review with the employee, collect signatures of the employee and evaluator, and submit to HR prior to June 1.

### Collecting and Using Data

Aggregate evaluation data will be reported by school to the appropriate Administrator. School Administrators will use this data and their school's Needs Assessment to develop a building-specific professional development plan based on the lowest three component scores. The Director of Teaching and Learning will use the lowest two component scores and the district's Needs Assessment to develop a District-wide professional development plan. Aggregate data will be reviewed ongoing and in July of each year to plan Professional Development for the following school year.

### Rebuttal/Appeal

Within ten (10) days from the date of the evaluation meeting with their supervisor the employee may file a written rebuttal/appeal of any portion of the evaluation. The written rebuttal/appeal

shall state the specific content of the evaluation with which the employee disagrees, a statement of the reason(s) for disagreement, and the amendment to the evaluation requested.

If a written rebuttal/appeal is received by the supervisor within ten (10) days, the supervisor may conduct additional meetings or investigative activities necessary to address the rebuttal/appeal. Subsequent to these activities, and within a period of ten (10) working days, the supervisor may provide the employee with a written response either amending the evaluation as requested by the employee or stating the reason(s) why the supervisor will not be amending the evaluation as requested.

If the supervisor chooses to amend the evaluation as requested by the employee then the amended copy of the evaluation will be provided to, and signed by, the employee. The original amended evaluation will then be forwarded to the Superintendent, or the designee, for review. The supervisor will also retain a copy of the completed evaluation.

If the supervisor chooses not to amend the evaluation as requested by the employee then the evaluation along with the written rebuttal/appeal, and the supervisor's response, if any, will be forwarded to the Superintendent, or the designee, for review. The supervisor will also retain a copy of the completed evaluation including any rebuttal/appeal and responses.

#### Action

Each evaluation will include identification of the actions, if any, available to the District as a result of the evaluation as well as the procedure(s) for implementing each action. Available actions include, but are not limited to, recommendations for renewal of employment, non-renewal of employment, probation, and others as determined. Should any action be taken as a result of an evaluation to not renew an individual's contract the District will comply with the requirements and procedures established by Idaho Code 33-513 through 33-515, and district Policy.

#### Recordkeeping & Reporting

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

Any subsequent changes to the District's evaluation plan shall be resubmitted to the State Department of Education for approval. The District shall report required evaluation data to the State Department of Education annually.

Legal Reference:	I.C. § 33-513	Professional Personnel
	I.C. § 33-514	Issuance of Annual Contracts – Support programs – Categories of Contracts – Optional Placement – Written Evaluation
	I.C. § 33-515	Issuance of Renewable Contracts
	I.C. § 33-518	Employee Personnel Files
	I.C. § 33-1001	Definitions

IDAPA 08.02.02.120 Local District Evaluation Policy Instructional Staff  
and Pupil Service Certificate Holders

Policy History:

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