

**Evaluation of Teacher and Pupil Personnel Certificate Holders**

**Evaluation Purpose**

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 evaluations is to assist personnel in professional development in achieving district goals and to assist with decisions regarding personnel actions. This policy applies to certificated personnel, but the District shall differentiate between non-instructional and pupil instructional personnel. The Superintendent is hereby directed to create procedures that differentiate between certificated non-instructional and certificated pupil instructional personnel in a way that aligns with the *Charlotte Danielson Framework for Teaching Second Edition* to the extent possible and aligns to the pupil staff's applicable national standards.

**Evaluation Criteria**

**Professional Practice**

The professional practice portion of the evaluations will include input received from parents or guardians. Parent or guardian input forms will be made available at the schools and on the district website.

Sixty-Seven percent (67%) of the evaluation will be based on the professional practice portion of the evaluation. The Professional Practice portion is aligned to the Charlotte Danielson Framework for teaching Second Edition. It contains the following criteria:

- Domain 1 - Planning and Preparation
  - 1a: Demonstrating Knowledge of Content and Pedagogy
  - 1b: Demonstrating Knowledge of Students
  - 1c: Setting Instructional Outcomes
  - 1d: Demonstrating Knowledge of Resources
  - 1e: Designing Coherent Instruction
  - 1f: Designing Student Assessments
- Domain 2 - Learning Environment
  - 2a: Creating an Environment of Respect and Rapport
  - 2b: Establishing a Culture for Learning
  - 2c: Managing Classroom Procedures
  - 2d. Managing Student Behavior
  - 2e: Organizing Physical Space
- Domain 3 - Instruction and Use of Assessment
  - 3a: Communicating With Students
  - 3b: Using Questioning and Discussion Techniques
  - 3c: Engaging Students in Learning
  - 3d: Using Assessment in Instruction
  - 3e: Demonstrating Flexibility and Responsiveness
- Domain 4 - Professional Responsibilities
  - 4a: Reflecting on Teaching
  - 4b: Maintaining Accurate Records
  - 4c: Communicating with Families
  - 4d: Participating in a Professional Community
  - 4e: Growing and Developing Professionally
  - 4f: Showing Professionalism

Parent/Guardian input will be collected and included in Domain 4 Professional Responsibilities, 4 (c) Communicating with Families. A summary of the survey with the number of responses will be included in the final teacher evaluation.

### Student Achievement

Thirty-Three percent (33%) of the annual evaluation will be based on objective measures of growth in student achievement using current and/or immediate post years' data.

### Evaluator

The Superintendent or the Superintendent's designee, shall have the overall responsibility for the administration of the Certified Employee Program and will ensure the fairness and efficiency of its execution, including:

- Ensuring completed forms are returned for filing by a specified date.
- Reviewing forms for completeness.
- Identify discrepancies.
- Ensuring proper safeguard and filing of completed forms.
- Ensuring evaluators are properly trained in the Charlotte Danielson model.
- Creating a plan for ongoing training for evaluators and teachers on the District's evaluation standards, forms, and process.
- Creating a plan for ongoing review of the District's Performance Evaluation Program that includes stakeholder input from teachers, Board members, administrators, and other interested parties.
- Implement a procedure for remediation for employees that receive evaluations indicating that remediation would be an appropriate course of action.

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

- Completing course work on the Danielson Model. The Jerome School District and the Idaho State Department of Education are responsible for providing the course work or equivalent training.
- Demonstrating proof of proficiency in conducting
- Observing and evaluating an employee's job performance.
- Holding periodic sessions with each employee to discuss job performance.
- Completing Performance Evaluation Forms as required.

The individuals assigned this responsibility shall have received training in conducting evaluations based on the statewide framework for evaluations within the immediate previous five years of conducting any evaluations.

The Certified Employee Evaluation Program procedures are not intended to limit an administrator's additional supervisory responsibilities.

### Participants

Certified support personnel, both non-instructional and pupil personnel, will be evaluated using a similar process. The supervisor may make adjustments to the procedure based on the position of the personnel. For example: the observation as described may not be appropriate. Non-instructional staff (nurses, school psychologists, counselors, therapists, instructional coaches, etc.) will be evaluated through the use of a rubric aligned to the Charlotte Danielson Framework. (See Forms 5340F1-5340F7) The 33% student achievement for pupil personnel staff will be determined by employee's supervisor.

### Frequency of Evaluation

Each certificated staff member shall receive at least one written evaluation to be completed by no later than June 1<sup>st</sup> for each annual contract year of employment and shall use multiple measures that are research based and aligned to the *Charlotte Danielson Framework for Teaching Second Edition* domains and components. The evaluation of certificated personnel shall annually include a minimum of two documented observations, one of which shall be completed prior to January 1<sup>st</sup>. In situations where certificated personnel are unavailable for two documented classroom observations, due to situations such as long-term illness, late year hire, etc., one documented classroom observation is acceptable.

## **Evaluation Procedures**

### **Individual Professional Learning Plan (IPLP)**

The Individual Professional Learning Plan is a form to be completed annually by all certified employees. This plan, to be completed in collaboration with the evaluator, will focus and direct the certified employee's professional growth. The plan may be adjusted or rewritten at any time. If the IPLP plan is a multi-year plan, the plan shall be reviewed annually.

### **Observation**

A minimum of two documented observations are required as part of the formal evaluation, one of which will occur before January 1, of each year. At least one formal lesson observation must consist of a minimum of 30 minutes of uninterrupted classroom observation or one complete lesson, whichever is greater. The formal lesson observation may be prearranged or unannounced by the evaluator. Observations may include classroom walkthroughs with date(s) documented on the professional practice evaluation form.

### **Certified Staff Evaluation Summary**

An original signed copy of the Certified Employee Evaluation Summary will be completed and filed annually in each employee's personnel file in the District Office. The evaluator is required to include written comments on the Certified Employee Evaluation Summary form describing the criteria resulting in any element being marked as "Basic" or "Unsatisfactory." Positive comments describing employee performance may also be included on the summary form.

### **Teacher Post Observation Reflection Form**

This form is to be completed by the teacher following each formal lesson observation period. The completed form is to be given to the evaluator at least 1 day prior to the scheduled post conference and is to be used to help focus the discussion at that conference. The evaluator will not maintain copies of the teacher's comments found on this form and will return the form and all copies following the post conference.

### **Post Conference**

The post conference must be held within a reasonable amount of time of the formal observation. A copy of the observation report and the evaluation summary shall be given to the certified employee either at the meeting or within 5 working days thereafter.

### **Leadership**

Qualifications for Advanced Professional Endorsement - An Advanced Professional certified instructional, or pupil service staff person shall be considered to have demonstrated professional leadership if she/he meets any of the following criteria:

1. Is the recipient of a leadership premium as provided under Idaho Code 33-1004(J)
2. Has received a Master Educator Premium or National Board Certification for those years the premium or certifications is held.
3. Serves on a district leadership committee or other committee providing guidance to the district, a department, program, or school building. (Examples include: curriculum committee, Teacher Advisory Council, Strategic Planning Committee)
4. Serves on a site-based committee providing guidance, direction to staff or one that makes site-based decisions. (Examples include: Department Chair, Grade Level Team Chair, Building Leadership Team Member, RTI Team Member, PBIS Team Member, MTSS Team Member, Community Public Relations)
5. Serves in a leadership position in a professional association related to public education
6. Serves on a community or state group/organization that works to benefit public education.
7. Serves in a leadership position in the local education association.
8. Documents providing mentoring, collegial support or professional development to staff and pre-service educators
9. Staff working as an instructional coach, co-curricular academic advisor, professional learning community leader, and a lead for other groups, teams, or roles supporting students and the district

### **Personnel Files**

Permanent records of each certificated personnel's evaluation and any properly submitted rebuttal documentation will be maintained in the employee's personnel file. All evaluation records, including rebuttal documentation, will be kept confidential within the parameters identified in state and federal law regarding the right to privacy

### **Appeal**

Within twenty-one (21) days from the date of the evaluation meeting with their supervisor the employee may file a written rebuttal of any portion of the evaluation form. The written rebuttal shall state the specific content of the evaluation form with which the employee disagrees, a statement of the reason(s) for disagreement, and the amendment to the evaluation form requested.

If a written rebuttal is received by the supervisor within twenty-one (21) days, the supervisor may conduct additional meetings or investigative activities necessary to address the rebuttal. Subsequent to these activities, and within a period of ten (10) working days, the supervisor may provide the employee with a written response either amending the evaluation as requested by the employee or stating the reason(s) why the supervisor will not be amending the evaluation as requested.

If the supervisor chooses to amend the evaluation form as requested by the employee then the amended copy of the evaluation form will be provided to, and signed by, the employee. The original amended evaluation form will then be forwarded to the Superintendent, or the designee, for review in a sealed envelope, marked Personnel-Evaluation Form. The supervisor will also retain a copy of the completed form.

If the supervisor chooses not to amend the evaluation form as requested by the employee then, the employee may request, in writing, to have the Superintendent, or designee, review the evaluation. The request shall contain the specific area or areas the employee is rebutting. The Superintendent or designee will review the evaluation, the written response of the supervisor, the employee's rebuttal, and any other pertinent information. Within 10 working days of the written request from the employee, the superintendent or designee will make a determination if the specific area or areas of the evaluation will be amended or remain as written by the supervisor. The Superintendent may ask for input from other knowledgeable personnel, if needed. The final evaluation, supervisor's response, Superintendent's response, and written rebuttal will be placed in the personnel file.

### **Personnel Actions**

If the employee's performance is not satisfactory, the superintendent or designee may recommend to the board that the employee be placed on probation.

If the Certified Employee's performance is found to be not satisfactory, the board will establish a defined period of probation of not less than eight (8) weeks. Upon completion of such probationary period, the board will determine whether the employee will be retained; immediately discharged; discharged at the end of the current contract; or reemployed at the end of the current contract on a continued probationary status.

Placing the employee on probation does not preclude the district from later determining, via evaluation, that the employee's performance is not satisfactory and establishing a subsequent period of probation.

Should any action be taken as a result of an evaluation to not renew an individual's contract the district will comply with the requirements and procedures established by state law.

### **Remediation**

#### **Peer Assistance**

Peer Assistance will be offered by the building principal or supervisor whenever a certified employee is placed on formal probation. A written and signed statement shall be placed in the employee's district file, if this assistance is

declined. No information from the peer assistant regarding the performance of the teacher may be included in the teacher's summative evaluation report.

### **Basic**

The evaluator is required to include written comments on the Teacher Evaluation Summary describing the criteria resulting in any element being marked as "Basic."

When a teacher receives written notice on an evaluation that his/her performance in one or more elements is deemed "Basic," a Professional Development Plan focused on improvement in those elements may result. The teacher will be encouraged to dedicate focused efforts to improve prior to the next observation cycle. Failure to show improvement in those elements on subsequent cycles may result in advancing to an "unsatisfactory" status.

### **Unsatisfactory Determination**

The evaluator is required to include written comments on the Teacher Evaluation Summary describing the criteria resulting in any element being marked as "unsatisfactory"

Whenever a teacher receives an evaluation on which his/her performance in one or more elements is deemed to be "unsatisfactory" by the evaluator, a Professional development Plan or Formal Improvement Plan may be developed in close collaboration with the evaluator. The plan shall focus on the area(s) that were deemed to have been "unsatisfactory: on the observation report. The plan duration is recommended to be from 6 to 9 weeks.

### **Repeat Unsatisfactory Determination (Formal Improvement Plan)**

Whenever a teacher receives a second evaluation on which his/her performance is deemed to be "unsatisfactory" in the same element(s) as cited in the previous evaluation or whenever a teacher receives a third consecutive evaluation citing any performance element as "unsatisfactory," the teacher shall be placed on a Formal Improvement Plan (duration to be determined by the evaluator). The formal Improvement Plan shall focus on the area(s) that were deemed to have been "unsatisfactory" on the evaluation. If the teacher has not completed the Formal Improvement Plan successfully and if the evaluator has met the administrative support responsibilities cited in the Improvement Plan, the teacher may be advanced to Formal Probation by the School Board of Trustees, upon the recommendation of the evaluator. A certified employee may be placed on formal probation and/or terminated when such action is determined to be criminal, grossly negligent and/or violates the Code of Ethics for Idaho Professional Educators.

### **Formal Probation**

The Formal Probation Plan will focus on those elements requiring improvement. A determination at the end of the formal probationary period will result in a recommendation to the board of trustees to 1) remove the certified employee from probation, 2) continue the probation for a specified time period, or 3) not renew the certified employee's contract

### **Monitoring of Evaluation Plan and Policy**

The protocol and policy for the teacher evaluation plan will be made available online. Stakeholders including teachers, parents and board will have input as part of the ongoing review of the teacher evaluation plan.

As needed, a certified Employee Evaluation committee composed of teachers, board members, administrators, and parents, may be convened to review the system used for staff evaluations. Recommendations from the committee for modifications will be submitted to the Superintendent and upon approval will be submitted for Board approval.

### **Professional Development and Training**

Teachers new to the district will be introduced to the evaluation model as part of the district mentor program.

All annual contract employees will have the opportunity to receive professional development on the evaluation model. Components of the training modules may be assigned by the supervisor as result of the written evaluation.

Administrators will receive professional development in the Danielson Model to properly conduct evaluations. General funds, state professional development funds, as well as Title II funds may be used to provided necessary training.

**Collecting and Using Data**

Data from the evaluation tool, both professional practice and student achievement, will be gathered to determine individual, building, and district professional development needs. Data will also be used in reviewing and writing School Improvement Plans.

**Individualizing Teacher Evaluation Rating System**

Sixty-Seven percent (67%) of the overall teacher rating will be based on the Professional Practice portion of the evaluation system. To calculate the Level of Performance (LOP) of the Professional Practice the following method will be used.

The Professional Practice component rating is computed using the District’s Summative Teacher Evaluation Form. This form uses the four Levels of Performance to describe teacher performance in each of the 22 components of the Danielson Framework. The Levels of Performance, hereafter referred to as LOPs, are Distinguished, Proficient, Basic, and Unsatisfactory. The performance by a teacher on these 22 components is then converted to a single percentage and assigned a LOP by the following process:

1. The LOPs are given a numeric point value, Distinguished is worth 4 points, Proficient is worth 3 points, Basic is worth 2 points, and Unsatisfactory is worth 1 point.
2. The numerical point values of the teacher’s earned LOP in each of the 22 components are totaled to give the evaluation numerical points earned from 22 to 88.
3. This numerical total of points earned are assigned a LOP as shown in the chart below. This constitutes the Profession Practice Component rating

78-88 Points	Distinguished
60-77 Points	Proficient
41-59 Points	Basic
0-40 Points	Unsatisfactory

The 67% Professional Practice and 33% Student Achievement Percentages will be combined to yield an overall rating. The overall rating will be submitted as outlined in State Board of Education rule.

**Personnel Records**

Permanent records of each certified staff shall be maintained in the employee’s personnel file. All evaluation records shall be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code).

**REPORTING**

The District shall report the summative rankings, the number of components rated as unsatisfactory, whether a majority of the certificated personnel’s students met their measurable student achievement or growth targets or student success indicators as well as what measures were used, and whether an individualized professional learning plan is in place for all certificated personnel evaluations, annually to the State Department of Education.

**Evaluation System Approval**

Upon approval of the Board of Trustees, the evaluation system will be submitted to the Idaho State Department of Educator Effectiveness Coordinator. Subsequent submittals to the Idaho State Department of Education will be made if, the evaluation system changes.

Legal Reference: 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 08.02.02.120.08	Local District Evaluation Policy

*Cross Reference: Policy 5340F1 Teacher  
Policy 5340F2 Instructional Specialist  
Policy 5340F3 Library/Media Specialist  
Policy 5340F4 School Nurse  
Policy 5340F5 School Counselor  
Policy 5340F6 School Psychologist  
Policy 5340F7 Therapeutic Specialist*

Policy History:

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