

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, 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.

Each certified staff member shall receive at least one (1) written evaluation to be completed by no later than June 1st 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 certified personnel shall annually include a minimum of two (2) documented observations, one (1) of which shall be completed prior to January 1st. In situations where certified personnel are unavailable for two (2) documented observations, due to situations such as long-term illness, late year hire, etc., one documented classroom observation is acceptable.

OBJECTIVES

The formal performance evaluation system is designed to:

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

RESPONSIBILITY

The Superintendent, or his or her designee, shall have the overall responsibility for the administration and monitoring of the Performance Evaluation Program and will ensure the fairness and efficiency of its execution, including:

1. Distributing proper evaluation forms in a timely manner;
2. Ensuring completed evaluations are returned for filing by a specified date;
3. Reviewing evaluations for completeness;
4. Identifying discrepancies;
5. Ensuring proper safeguard and filing of completed evaluations;
6. Creating and implementing a plan for ongoing training for evaluators and certified personnel on the District's evaluation standards, forms, and processes and a plan for collecting and using data gathered from evaluations;
7. Creating a plan for ongoing review of the District's Performance Evaluation Program that includes stakeholder input from teachers, Board members, administrators, parents/guardians, and other interested parties;
8. Creating a procedure for remediation for employees that receive evaluations indicating that remediation would be an appropriate course of action; and
9. Creating an individualized evaluation rating system for how evaluations will be used to identify proficiency and record growth over time with a minimum of three (3) rankings used to differentiate performance of certificate holders, including: unsatisfactory being equal to a rating of 1; basic being equal to a rating of 2; proficient being equal to a rating of 3; and distinguished being equal to a rating of 4.

The Immediate Supervisor is the employee's evaluator and is responsible for:

1. Continuously observing and evaluating an employee's job performance, including a minimum of two (2) documented observations annually for certified personnel, one (1) of which shall be completed prior to January 1st of each year;
2. Holding periodic counseling sessions with each employee to discuss job performance; and
3. Completing Performance Evaluations as required.

The individuals assigned this responsibility shall have received training in conducting evaluations based on the statewide framework for evaluation within the immediate previous five (5) years of conducting any evaluations.

WRITTEN EVALUATION

A written evaluation will be completed for each certified employee. A copy will be given to the employee. The original will be retained by the District in the employee's personnel file. The evaluation should be reviewed annually and revised as necessary to indicate any significant changes in duties or responsibilities. The evaluation is designed to increase planning and relate performance to assigned responsibilities through joint

understanding between the evaluator and the employee as to the job description and major performance objectives.

The written evaluation will identify the sources of data used in conducting the evaluation. Aggregate data shall be considered as part of the District and individual school needs assessment in determining professional development offerings.

EVALUATION MEASURES

Observations: Periodic classroom observations will be included in the evaluation process with a minimum of two (2) documented observations annually for certified personnel, one (1) of which shall be completed prior to January 1st. In situations where certified 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.

A majority of the evaluation of certified personnel will be comprised of Professional Practice based on the *Charlotte Danielson Framework for Teaching Second Edition*. The Evaluation will include the following as a measure to inform the Professional Practice portion: input received from parents or guardians. The District has chosen five percent (5%) as its measure(s) to inform Professional Practice portion. Input forms will be made available on the main District webpage. The Board shall determine the manner and weight of parental input, student input, and/or portfolios on the evaluation.

The balance of the evaluation of certified personnel will be based on multiple objective measures of growth in student achievement. One measure of growth in student achievement shall be Idaho's statewide assessment (ISAT) for federal accountability purposes. The evaluation will also include at least one (1) additional objective measure of growth in student achievement, based on research as determined by the Board of Trustees. The Board has also selected the following that may be used as the District's measures of growth in student achievement for evaluating certified personnel depending on grade level assignment:

1. Student learning objectives;
2. Formative assessments;
3. Teacher-constructed assessments of student growth;
4. Pre- and post-tests;
5. Performance-based assessments;
6. Idaho Reading Indicator (IRI);
7. College entrance exams or preliminary college entrance exams such as PSAT, SAT, and ACT;
8. District-adopted assessment - STAR 360
9. End-of-course exams;
10. Advanced placement exams; and
11. Career technical exams;

12. Individualized Education Plan (IEP) Goals

This portion of the evaluation may be calculated using current and/or the immediate past year's data and may use one (1) or both years of data.

CHARLOTTE DANIELSON FRAMEWORK

The evaluation will be aligned with minimum State standards and based upon *Charlotte Danielson's Framework for Teaching Second Edition* and will include, at a minimum, the following general criteria upon which the Professional Practice will be based:

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

Those serving in a related service role identified as School Psychologist, Speech Language Pathologist, and School Counselor will be evaluated using a form based on their respective roles that follows the criteria listed above.

MEETING WITH THE EMPLOYEE:

Counseling Sessions: Counseling sessions between supervisors and employees may be scheduled periodically. During these sessions, an open dialogue should occur which allows the exchange of performance oriented information. The employee should be informed of how he or she has performed to date. If the employee is not meeting performance expectations, the employee should be informed of the steps necessary to improve performance to the desired level. Counseling sessions should include, but not be limited to, the following: job responsibilities, performance of duties, and attendance. A memorandum for the record will be prepared following each counseling session and maintained by the supervisor.

Communication of Results: Each evaluation shall include a meeting with the affected employee to communicate evaluation results. At the scheduled meeting with the employee, the supervisor will:

1. Discuss the evaluation with the employee, emphasizing strong and weak points in job performance. Commend the employee for a job well done if applicable and discuss specific corrective action if warranted. Set mutual goals for the employee to reach before the next performance evaluation. Recommendations should specifically state methods to correct weaknesses and/or prepare the employee for future promotions.
2. Allow the employee to make any written comments he or she desires. Inform the employee that he or she may turn in a written rebuttal/appeal of any portion of the evaluation within seven (7) days and outline the process for rebuttal/appeal. Have the employee sign the evaluation indicating that he or she has been given a copy and initial after supervisor's comments.

No earlier than seven (7) days following the meeting, if the supervisor has not received any written rebuttal/appeal, the supervisor will forward the original evaluation in a sealed envelope, marked "Personnel Evaluation" to the Superintendent, or the designee, for review. The supervisor will also retain a copy of the completed form.

REBUTTALS/APPEAL

Within seven (7) 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 seven (7) 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 evaluations 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 in a sealed envelope, marked "Personnel Evaluation." The supervisor will also retain a copy of the completed form.

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 in a sealed envelope, marked "Personnel Evaluation." The supervisor will also retain a copy of the completed evaluation including any rebuttals/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 State law.

RECORDS

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

REPORTING

Any subsequent changes to the District's evaluation plan shall be resubmitted to the State Department of Education for approval. The District shall report the summative rankings, the number of components rated as unsatisfactory, whether a majority of the certified 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 certified personnel evaluations, annually to the State Department of Education.

Policy Cross Reference:

Legal Reference:

Idaho Code §33-514

Idaho Code §33-515

Issuance of Annual Contracts – Support Programs – Categories of Contracts –
Optional Placement – Written Evaluation
Issuance of Renewable Contracts

Idaho Code §33-518
Idaho Code §33-1001
IDAPA 08.02.02.120

Employee Personnel Files
Definitions
Local District Evaluation Policy

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Amended:	09/08/2014
Reviewed:	12/08/2014
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