

## **EVALUATION OF NON-ADMINISTRATIVE CERTIFIED CONTRACT EMPLOYEES**

Effective evaluation systems recognize, promote and help develop effective and successful educators. The purpose of this policy for certificated staff performance evaluations is to ensure that all certificated personnel are evaluated on a fair and consistent basis. The Kuna School District's Supervision and Evaluation Process utilizes multiple measures in which the evaluation criteria and procedures for the evaluation of certificated personnel are research based and aligned to Charlotte Danielson Framework for Teaching Second Edition domains and components of instruction.

### **DEFINITIONS**

"Certificated instructional employees," also referred to as teachers, are those employees who are currently teaching in an Idaho K-12 classroom/school and hold a valid Idaho certificate.

"Certificated non-instructional employees" are those individuals who are required to hold a certificate, but do not meet the definition of instructional employees. Certificated non-instructional employees include those individuals who hold pupil personnel certificates.

"Pupil personnel certificate holders" are those individuals who serve as school counselors, school psychologists, speech-language pathologists, school social workers, school nurses and school audiologists.

"Measurable student achievement" means the measurement of student academic achievement or growth within a given interval of instruction for those students who have been enrolled in and attended eighty percent (80%) of the interval of instruction. Measures and targets shall be chosen at the district level or school level in collaboration with the staff member impacted by the measures and applicable district staff. Assessment tools that may be used for measuring student achievement and growth include:

- a. Idaho standards achievement test;
- b. Student learning objectives;
- c. Formative assessments;
- d. Teacher-constructed assessments of student growth;
- e. Pre- and post-tests;
- f. Performance-based assessments;
- g. Idaho reading indicator;
- h. College entrance exams or preliminary college entrance exams such as PSAT, SAT and ACT;
- i. District-adopted assessment;
- j. End-of-course exams;

- k. Advanced placement exams; and
- l. Career technical exams.

“Nonrenewable contract personnel,” also referred to as annual contract employees, are those individuals who have been hired on a Category 1, Category 2 or Category 3 contract.

“Renewable contract personnel” are those certificated individuals who have been employed by this district for four (4) or more continuous years.

## **PURPOSE OF EVALUATIONS**

The purpose for conducting employee evaluations is to improve student achievement by supporting teacher development. Evaluations assist in identifying employee strengths and weaknesses while providing direction and support for continued learning and professional development. Evaluations may also be used to document areas of improvement and to make decisions regarding personnel actions.

## **NOTIFICATION OF EMPLOYEES**

- Within twenty (20) contract days of the first day of the beginning of each school term, the administrator shall meet individually, or in a group, and inform each certificated employee under his/her supervision who will be observing and/or evaluating his/her performance.
- Each building level administrator is charged with explaining the District’s evaluation procedure to his/her building’s certificated staff.

## **EVALUATOR**

- The building principal or designee will be responsible for evaluating certificated instructional staff and pupil personnel performance.
- All individuals responsible for evaluating certificated instructional staff and pupil personnel performance will receive training in conducting observations and evaluating effective teacher performance. Such individuals will be required to demonstrate proficiency in conducting evaluations by receiving training in evaluation, and prior to September 1, 2018, shall demonstrate proof of proficiency in conducting observations via approved measures by the Idaho State Department of Education (SDE).

## **EVALUATION CRITERIA**

The professional practice standards used in the evaluation model are based on Charlotte Danielson Framework for Teaching Second Edition and include:

1. Domain 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.
  - f. Designing student assessments.
2. Domain 2: The Classroom Environment
- a. Creating an environment of respect and rapport.
  - b. Establishing a culture for learning.
  - c. Managing classroom procedures.
  - d. Managing student behavior.
  - e. Organizing physical space.
3. Domain 3: Instruction and Use of Assessment
- a. Communicating with students.
  - b. Using questions and discussion techniques.
  - c. Engaging students in learning.
  - d. Using assessment in instruction.
  - e. Demonstrating flexibility and responsiveness.
4. Domain 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.
  - f. Showing professionalism.

## **EVALUATION PROCESS AND CONTENTS**

The evaluation of each certificated employee will be in writing, based on multiple measures including a minimum of two observations of the employee's performance, student achievement and other relevant factors, and will reflect whether or not the employee is performing satisfactorily. Upon completion of each section of the evaluation, the employee's performance will be discussed with the employee and a signed copy of the complete written evaluation will be placed in the employee's

personnel file. After reviewing the evaluation, the employee may file a rebuttal statement to the evaluation.

A minimum of one evaluation, containing two parts, must be performed annually in each year that an employee is contracted to work and will include the following:

**Part I – Professional Practice Domains, Majority of the Evaluation Rating**

The measures included within the Professional Practice portion of the evaluation will include a minimum of two (2) documented observations annually, with at least one (1) observation being completed by January 1 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 (1) documented classroom observation is acceptable.* At least one of the following measures will also be included as a measure to inform the Professional Practice portion of all certificated instructional employee evaluations:

1. Parent/guardian input;  
Student input; and/or  
Portfolios
  - a. Educators in their first year to the profession will choose, with their Administrator, 10 components from the six domains, which they will be primarily responsible for and focus on during the year. Administrator completes formal observation.
  - b. Educators in their second year to the profession will choose, with their Administrator, six (6) additional components (16 total). Administrator completes formal observation.
  - c. Educators with three or more years of experience are responsible for all components in the professional practice domains. Administrator completes formal observation of educators in their third year.
  - d. Educators entering the Kuna School District with three (3) years or more of experience in another district will be required to work with their Administrator to determine the appropriate number of components in which to focus.

Part I of the evaluation is reflected in a written document supported by a rubric. The information reflected in the evaluation is based on informal/formal observations and other appropriate forms of documentation.

**Observation**

Observation is a means of analyzing classroom practice, teacher and student behavior, impact/effectiveness of lessons and a host of other interactions that occur within the classroom. Observation is important in several ways, including the following:

1. Means of attending to the need teachers have for assistance in understanding their classroom behaviors, classroom dynamics and teaching techniques;
2. Way of engaging teachers and administrators in dialogue about effective practice;

3. Tool of linking staff improvement efforts with staff needs;
4. Mechanism for assessing areas requiring improvement;
5. Vehicle for fostering understanding about unique issues teachers face, as well as, for expressing appreciation for the work they do;
6. Tool for evaluating teacher performance.

Informal observations are intended to provide more frequent information on a wider variety of contributions made by the employee and may include classroom visits, observations of instruction, and observations in non-classroom settings. Formal observations focus directly on the professional practice domains. Administrators will complete the formal observation process with educators in their first three years to the profession and with others educators as requested or as concerns warrant a formal observation process. The formal observation process is outlined as follows:

1. **Pre-Formal Observation Conference**  
A pre-formal observation conference will be held between the appropriate administrator and the employee prior to the formal observation so that the administrator may be apprised of the components the teacher would like the administrator to focus on during the evaluation. The administrator may comment on other components as well.
2. **Teacher Observation**  
Teacher observation is a means of analyzing classroom practice, teacher and student behavior, impact/effectiveness of lessons and a host of other interactions that occur within the classroom. Observation is important in several ways. It is a:
  - a. Means of attending to the need teachers have for assistance in understanding their classroom behaviors, classroom dynamics and teaching techniques;
  - b. Way of engaging teachers and administrators in dialogue about effective practice;
  - c. Tool of linking staff improvement efforts with staff needs;
  - d. Mechanism for assessing areas requiring improvement;
  - e. Vehicle for fostering understanding about unique issues teachers face, as well as, for expressing appreciation for the work they do;
  - f. Tool for evaluating teacher performance
3. **Post-Formal Observation Conference**  
A post-formal observation conference shall be held as soon as possible, but no later than ten (10) contract days after the formal observation.
4. **Conference Summary**  
A copy of each formal observation summary shall be given to the teacher by the administrator within ten (10) contract days following the post-formal observation conference. A copy signed by both parties shall be given to the teacher. The teacher's signature does not necessarily indicate agreement with the summary but, rather, awareness of the content.

**Part II—Student Achievement Plan**, Part of the Total Evaluation Instructional staff evaluations will include “measurable student achievement,” as defined in this policy [Section 33-1001, Idaho Code, Subsection 12], as applicable to the subjects and grade

ranges taught by the instructional staff. All other certificated staff evaluations must include measurable student achievement or student success indicators, as defined in this policy [Section 33-1001, Idaho Code, Subsection 12], as applicable to the position. This portion of the evaluation may be calculated using current and/or past years' data and may use one (1) year or multiple years' data.

Part II of the evaluation will be based around objective measures of student growth. The section of the evaluation will require the employee to work with their team and administrator to develop a written student achievement plan. A template will be provided to guide the plan. The plan's components will include the following:

1. Setting – a description of the population and special learning circumstances.
2. Content Area – the area/topic to be addressed
3. Student Achievement Baseline Data from the Beginning of Year, Unit or Lesson
4. Team Goal – describes the team's desired results for student learning; should be specific, measurable, results based, attainable, and time-bound
5. Actions Steps to Accomplish Goal – activities to accomplish your goal.
6. End of Year Student Achievement Results
7. Reflection – What did you learn? Where are you going next?

## **EVALUATION PROCEDURES**

1. *Prior to the start of the school year, the certificated instructional employee will fill out a self-assessment and create a professional growth plan. The self-assessment and professional growth plan will be submitted to the evaluator prior to beginning of the year conference. At the beginning of the year conference, the evaluator will review and discuss the employee's self-assessment and professional growth plan, previous student growth measures and expected student growth measures for the upcoming year, previous student achievement data, and parent/guardian input. The evaluator will notify the employee of factors that will be utilized in measuring effectiveness.*
2. Prior to January 1, the evaluator will conduct a documented observation and provide feedback on the employee's performance for the year thus far.
3. *At the end of the year, the evaluator and employee will review and discuss the employee's professional growth plan and the achievement of set goals, student achievement data, and parent/guardian input. The evaluator will provide feedback on the employee's performance for the year and assign a final effectiveness rating.*
4. No contract shall be issued for the next ensuing year until such time as the employee's formal written performance evaluation has been completed.

## **COMMUNICATION OF RESULTS**

- A copy of each written evaluation will be submitted to the certified employee within five (5) school days following the formal evaluation

- Certificated personnel evaluations will be considered permanent records and will be maintained in each employee's personnel file. All evaluation records will be kept confidential as required by state and federal law.
- The teacher may put objections in writing and have them attached to the observation summary and/or the annual written evaluation to be placed in his/ her personnel file. The file copy of such objections shall be signed by both parties to indicate awareness of the content.



**LEGAL REFERENCE:**

*Idaho Code* Sections

33-514

33-514A

33-515

IDAPA 08.02.02.120

*Gunter v. Board of Trustees*, 123 Idaho 910 (1993)

Master Contract, Article II (A)

**ADOPTED:** March 9, 2004

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