

TEACHER EVALUATION CONTINUOUS GROWTH SYSTEM

NON-TENURED EVALUATION PLAN	TENURED PLAN	DIRECTED ASSISTANCE PLAN	NEEDS IMPROVEMENT PLAN
<p>Purpose: To support the inductee in learning and achieving the performance standards of the profession and the District.</p>	<p>Purpose: To provide tenured teachers a structured, supportive, and collaborative environment for enhancing their on-going personal professional growth, ensuring that all staff continues to meet the standards for professional practice.</p>	<p>Purpose: To provide non-tenured or tenured teachers structure, assistance, and guidance towards meeting standards for professional practice.</p>	<p>Purpose: To provide organizational support and assistance to teachers who are not meeting the standards for professional practice.</p>
<p>Standard Evaluation Plan</p>	<p>Alternate Pathway For Tenured Teachers</p>	<p>Follows the protocol:</p>	<p>Follows the protocol:</p>
<p>For teachers who are non-tenured in the District. Follows the protocol once each year with 2 formal observation cycles.</p> <ul style="list-style-type: none"> • Training – Emphasis on the importance of conversations, trust, honest reflections, and all domains of the evaluation tool. • Self-Reflection/Calibration – Teacher engages in self-reflection using the rubric appropriate to their teaching assignment, calibrates their understanding of the performance expectations with the administrator, and presents SGM drafts. • Informal Observations – Minimum of 1 observation per semester with a minimum duration of 10 minutes each. Dates are recorded on the evaluation. • Pre-Conference – Address the upcoming formal observation & must be directed by guiding questions. • Formal Observation – Must be scheduled in advance. Minimum of 30 min. Follow up must occur within 5 work days. • Post Conference – Must be completed within 10 days. Focus: conversation/reflection on the lesson observed. • Evaluation Conference – Discuss evidence gathered over time indicating how the teacher is teaching. Must be separate from Post Conference. 	<p>For teachers who are tenured in the District. Follows the protocol once each year.</p> <ul style="list-style-type: none"> • Student learning focus- Teacher chooses between a Student Growth Map or Teacher Enrichment Plan. • Process- Teacher meets with administrator to set goal at start of year. Progress check-ins occur with the teacher’s PLC. Summary form is reviewed with the administrator and submitted to HR by the annual certified employee evaluation deadline. 	<ul style="list-style-type: none"> • Tenured teachers with more than 25% <i>basic</i> within any domain will move to a Directed Assistance Plan. • This is a directed evaluation period that focuses on any domains that are not in the <i>proficient</i> range. • A Directed Assistance Plan will be in place for no longer than 90 days. <p>Note: Superintendent (or designee) must be consulted BEFORE a teacher moves to Directed Assistance Plan or Needs Improvement Plan.</p>	<ul style="list-style-type: none"> • This is an intensive evaluation period that focuses on components and/or elements from any domain that are in the <i>unsatisfactory</i> performance range or that have remained in <i>basic</i> since the previous evaluation. • A Needs Improvement Plan will be in place between 90 and 180 days. • A Needs Improvement Plan will be written and administered according to Alaska State Statute AS 14.20.149. <p>Note: Superintendent (or designee) approval required BEFORE a teacher moves to Directed Assistance Plan or Needs Improvement Plan.</p>
<p>Evaluation is based on the criteria in Danielson’s Framework for Effective Teaching.</p> <p>When <i>basic</i> or <i>unsatisfactory</i> performance is identified with non-tenured teachers, a Directed Assistance Plan may be implemented at the discretion of the principal and Human Resources.</p>	<p>For tenured teachers:</p> <ul style="list-style-type: none"> • In first tenured year • Continuing as tenured • Designated by administrator to remain on Standard protocol • Who completed a year on the Alternate protocol • Have a significant change in assignment <p>Tenured teachers that have more than 25% of <i>basic</i> element and/or component ratings in any domain will move to the Directed Assistance Plan.</p>	<p>The alternate pathway is focused entirely on student learning and is for teachers:</p> <ul style="list-style-type: none"> • Who exceeded the expectations as outlined above on their previous evaluation as a tenured teacher • Are identified by the site administrator for this pathway <p>Tenured teachers must return to the Standard protocol the year after completing the Alternate pathway.</p>	<p>For any tenured teacher:</p> <ul style="list-style-type: none"> • Whose performance at any point does not meet the performance criteria in the Evidence of Effective Teaching or who has failed to make adequate progress toward identified goals, or • Who received an <i>unsatisfactory</i> rating on any elements, components, or domains in the previous evaluation period. • Teachers on this plan are held here until all objectives of the Needs Improvement Plan are met. <p>If unsuccessful, the district will follow Alaska State Statute AS 14.20.149.</p>