

# TEACHER EVALUATION CONTINUOUS GROWTH SYSTEM

NON-TENURED EVALUATION PLAN	TENURED PLAN	DIRECTED ASSISTANCE PLAN	NEEDS IMPROVEMENT PLAN
<b>Purpose:</b> To support the inductee in learning and achieving the performance standards of the profession and the District.	<b>Purpose:</b> 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.	<b>Purpose:</b> To provide non-tenured or tenured teachers structure, assistance, and guidance towards meeting standards for professional practice.	<b>Purpose:</b> To provide organizational support and assistance to teachers who are not meeting the standards for professional practice.
<b>Standard Evaluation Plan</b>		<b>Alternate Pathway For Tenured Teachers</b>	
For teachers who are non-tenured in the District. Follows the protocol once each year with 2 formal observation cycles.	For teachers who are tenured in the District. Follows the protocol once each year.	For teachers who exceeded the District's performance expectation in the previous year by achieving overall proficiency in all domains and at least one exemplary rating at any level.	Follows the protocol:
<ul style="list-style-type: none"> <li>• Training – Emphasis on the importance of conversations, trust, honest reflections, and all domains of the evaluation tool.</li> <li>• 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.</li> <li>• Informal Observations – Minimum of 1 observation per semester with a minimum duration of 10 minutes each. Dates are recorded on the evaluation.</li> <li>• Pre-Conference – Address the upcoming formal observation &amp; must be directed by guiding questions.</li> <li>• Formal Observation – Must be scheduled in advance. Minimum of 30 min. Follow up must occur within 5 work days.</li> <li>• Post Conference – Must be completed within 10 days. Focus: conversation/reflection on the lesson observed.</li> <li>• Evaluation Conference – Discuss evidence gathered over time indicating how the teacher is teaching. Must be separate from Post Conference.</li> </ul>		<ul style="list-style-type: none"> <li>• Tenured teachers with more than 25% <i>basic</i> within any domain will move to a Directed Assistance Plan.</li> <li>• This is a directed evaluation period that focuses on any domains that are not in the <i>proficient</i> range.</li> <li>• A Directed Assistance Plan will be in place for no longer than 90 days.</li> </ul> <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"> <li>• 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.</li> <li>• A Needs Improvement Plan will be in place between 90 and 180 days.</li> <li>• A Needs Improvement Plan will be written and administered according to Alaska State Statute AS 14.20.149.</li> </ul> <p>Note: Superintendent (or designee) approval required BEFORE a teacher moves to Directed Assistance Plan or Needs Improvement Plan.</p>
Evaluation is based on the criteria in Danielson's Framework for Effective Teaching.	For tenured teachers:	The alternate pathway is focused entirely on student learning and is for teachers:	For any tenured teacher:
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.	<ul style="list-style-type: none"> <li>• In first tenured year</li> <li>• Continuing as tenured</li> <li>• Designated by administrator to remain on Standard protocol</li> <li>• Who completed a year on the Alternate protocol</li> <li>• Have a significant change in assignment</li> </ul> <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>	<ul style="list-style-type: none"> <li>• Who exceeded the expectations as outlined above on their previous evaluation as a tenured teacher</li> <li>• Are identified by the site administrator for this pathway</li> </ul> <p>Tenured teachers must return to the Standard protocol the year after completing the Alternate pathway.</p>	<ul style="list-style-type: none"> <li>• <u>Non-tenured</u> teachers that have more than 25% of <i>basic</i> element and/or component ratings in any domain <i>may</i> move to the Directed Assistance Plan.</li> <li>• <u>Tenured</u> teachers that have more than 25% of <i>basic</i> element and/or component ratings in any domain <i>will</i> move to the Directed Assistance Plan. If successfully completed, a teacher returns to prior status. If unsuccessful, a teacher proceeds to the Needs Improvement Plan if tenured. If completion of the plan is progressing, it can be continued at the discretion of administration and Human Resources.</li> </ul> <p>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</p> <ul style="list-style-type: none"> <li>• Who received an <i>unsatisfactory</i> rating on any elements, components, or domains in the previous evaluation period.</li> <li>• Teachers on this plan are held here until all objectives of the Needs Improvement Plan are met.</li> </ul> <p>If unsuccessful, the district will follow Alaska State Statute AS 14.20.149.</p>