

NSBSD Teacher Evaluation Handbook



NSBSD Mission Statement

Learning in our schools is rooted in the values, history and language of the Inupiat. Students develop the academic and cultural skills and knowledge to be:

- Critical and creative thinkers able to adapt in a changing environment and world;
- Active, responsible, contributing members of their communities; and
- Confident, healthy young adults, able to envision, plan and take control of their destiny.



Evaluation System Overview

Purpose and Scope of Evaluations

The North Slope Borough School District's teacher evaluation system complies with Alaska Administrative Code Title 4, Chapter 19. It details the systems, guidance, and support for all certificated teaching staff and counselors to:

1. Help the teacher grow professionally
2. Improve the effectiveness of instruction at each school
3. Provide specific guidelines related to the future employment of the teacher 4 AAC 19.010(a)

An educator's level of performance will be designated as either; exemplary, proficient, basic, or unsatisfactory, and will be determined by following the procedures outline herein. For teachers performing at the level of basic or below there are systems and guidelines in place to support their growth as an educator. 4 AAC 19.010(b)(c)(d)

Evaluation Criteria

The North Slope Bureau School District chose the nationally recognized Charlotte Danielson's Framework for Teacher Effectiveness, which aligns with the eight Alaska Teaching Standards. 4 AAC 19.030(b)(3) A crosswalk between Danielson's Framework and the Alaska Cultural Standards for teaching embeds the roles of a culturally responsive educator into district adopted evaluation tools. All teachers will be evaluated on the following three criteria:

1. Professional Practice – Through informal and formal observations as articulated in the Danielson's Observation Tool and Rubrics: Domain 2: The Classroom Environment, and Domain 3: Instruction. 4 AAC 04.205
2. Professional Responsibilities – Through a collection of artifacts which correlate to Domain 1: Planning and Preparation, and Domain 4: Professional Responsibilities within Danielson's Framework.

School Board Responsibility

The Board of Education is responsible for the system of evaluation and improvement of the educator's performance. To this end, the North Slope Borough School District Board of Education has adopted the following policies, rules, regulations, and procedures for certified teaching staff member evaluation. 14.20.149(a)



Policy Statement

Evaluations will comprise a synthesis of data gathered as criteria based evidence from formal classroom observations, informal walk through visits, student learning data, artifacts of professional practices, and appraisal feedback. Two yearly formal evaluations of non-tenured staff and one formal evaluation of tenured staff are required by state statute. (AS 14.20.149(a). The district may limit the evaluation of tenured staff that have consistently met the proficient level of performance, to one every other year.

At the time of a formal evaluation a pre-observation and post-observation conference will be held between the supervisor and certified staff member. At the time of the post conference the teacher will be provided with the evaluation summary indicating the level of performance. The certified staff member will be given the opportunity to respond in writing and to attach the response to the evaluation document. Evaluation documents will include dates of classroom observations and all pertinent data.

Once a performance level has been identified as unsatisfactory, in any one standard, or basic in 2 or more standards, the NSBSD will follow specific guidelines summarized below.

- The district may not give a teacher an overall performance rating of proficient or higher, if the teacher has been evaluated to be performing at a level of basic on any two, or unsatisfactory on one or more of the content standards or other criteria for which evaluation is required
- A teacher who receives a performance evaluation rating of unsatisfactory on one or more of the content standards or other criteria for which evaluation is required will be placed on a formal plan of improvement unless the performance demands immediate dismissal.
- Unless the district is non-retaining the teacher, if the evaluator gives a teacher a performance evaluation rating of basic on two or more of the content standards or other criteria for which evaluation is required, the district will provide support and assistance as determined by the supervisor for improvement on those standards or criteria.

Each year the NSBSD will offer in-service training to the certificated employees who are subject to the evaluation system. The training will address the procedures of the evaluation system, the standards that the district uses in evaluating the performance of teachers staff and counselors and training specific to student growth models. AS 14.20.149(d)

The building principal who is required to hold a type B certificate will conduct evaluations. Teachers may also be evaluated by a site administrator under the supervision of a person with a type B certificate. 4 ACC 19.040



Roles and Responsibilities

Principal

The principal has direct supervision and evaluation responsibility for educational programs and all certified employees assigned to the site. In cases where an employee serves at more than one (1) site, the District shall determine the evaluator responsible for the summative evaluation of the employee. The summative evaluation may reflect the formal observations of more than one administrator. The primary evaluator has the responsibility to gather information from all relevant administrators.

It is the responsibility of the principal to make available to, and inform, parents and community members of the teacher appraisal forms. Forms will be housed both at schools and on the District website. AS 14.20.149(b)

District Office Supervisor

The district office supervisor shall define and interpret the professional functions of the program and its personnel. It is the district office supervisor's responsibility to interpret staff needs, assign program personnel, conduct program evaluations and ensure program compliance with the District, State, and Federal guidelines.

The district office supervisor shall assume and/or assign responsibilities for the professional guidance, supervision, development, and evaluation of district-wide special program personnel.

Joint Responsibilities of District Office Supervisor and Principal

The district office supervisor will work with the principal to insure that all programs meet the quality and standards set forth by the District, State, and Federal guidelines.

The district office and site administrators shall have joint responsibility in the development of personnel recommendations and evaluations where positions involve special programs with district-wide guidelines or where the Federal and/or State government regulate the program.

Role of the Community

Community members (students, parents, and community) share responsibility for providing site administrators with input regarding certified staff member performance.

- ◆ Voluntary certified staff member appraisal by parents and other community members.
- ◆ Voluntary appraisals must be signed; unsigned appraisals shall be destroyed. Comments must be reflective of the actions/inactions in the workplace.
- Student feedback (grades 6 - 12).
- Student feedback (grades K – 5).



Use of the Evaluation

Pursuant to the Department of Education and Early Development regulations, neither the summative evaluation document, nor any notes, comments, nor other information used in its preparation is a matter of public record. AS 40.25 AS 14.20.149 (h)

The person evaluated, or some other person(s) designated in writing by the person evaluated may review the summative evaluation instrument, and all documents used in preparation, upon request. An appointment should be scheduled with the Personnel Department for reviewing the evaluation.

Access to Evaluation Documents

The following North Slope Borough School District supervisory personnel shall have access to evaluation documents for the purpose of evaluating personnel:

- ◆ Superintendent
- ◆ Assistant Superintendent
- ◆ District Office Supervisors
- ◆ Principals
- ◆ Board Members (according to Policy)

Certified Teaching Staff Evaluation Procedures

Processes and Procedures

- 1) The evaluation of the educator will be based on evidence generated in the employee's workplace. AS 14.20.149 (a)
- 2) Teachers will complete a self-evaluation form and confer with the Principal.
- 3) Teachers will gather artifacts, which document performance, in Domains 1 and 4 and provide to the Principal either electronically or hard copy.
- 4) Informal, Walk-through Observations are monthly 10 minute unannounced classroom visits used to gather data and provided feedback on teacher performance. Feedback will be provided in a timely manner and support teacher effectiveness. A minimum of 2 documented informal or walk-through observations are recommended.
- 5) The Formal Observation Cycle begins with the teacher completing the pre-conference form, meeting with the principal to provide specific information regarding the students and the lesson to be observed. 4 AAC 19.030 (4)



- 6) The Formal Observation will be at least 30 minutes. Principals will record specific evidence based on Danielson Observation Tool and selected components without bias or subjectivity on the NSBSD Observation Recording form.
- 7) Administrator will assign level of proficiency only on Domains and Components where evidence has been gathered.
- 8) A Post Observation conference will be held to discuss evidence recorded during observation.
- 9) Feedback from Formal and Informal Observations will be discussed with the teacher within ten days of the observation and will be kept for summative evaluation.
- 10) A culmination of all evidence and data collected through Informal and Formal Observations, documentation from Student Learning Outcomes, artifacts for Domains 1 and 4 provided by the teacher, and parent appraise forms will be used to create the Summative Evaluation Document.

Levels of Performance

Based on all available observation evidence teachers will be rated against the Danielson 2013 Teacher Effectiveness Tool, supplemented with the NSBSD Cultural Standards. The Danielson rubric identifies four levels of performance; Exemplary, Proficient, Basic, Unsatisfactory.



Teacher Evaluation Timeline

Tenured

Non-Tenured

Fall

*Walk-throughs and Informal Observations
Minimum of 2 Documented for summative
evaluation*

October 1

Self-reflection Conference

*Formal observation
cycle completed for
those on Plan of
Improvement*

November 15

*1st Formal observation
cycle completed –
remains on site for
summative evaluation*

December 1

*Status update to HR on tenured teachers
under Plan of Improvement and non-
tenured teachers*

Winter

*Walk-throughs and Informal Observations
Minimum of 2 Documented for summative
evaluation*

*Formal observation
cycle completed –
remains on site for
summative evaluation*

March 15

*2nd Formal observation
cycle completed –
remains on site for
summative evaluation*

March 15

*Status update on teachers under Plan of
Improvement*

May 1

Summative Evaluation Document to HR



Standards for Effective Educator

Charlotte Danielson Framework for Teaching

The Charlotte Danielson Framework for Teaching encompasses the foundational ideas on which the observation process is based, and guides how NSBSD defines effective teaching. Many schools and districts across the nation and around the world use this framework to help define effective teaching. The framework offers a description of practices that, based on research and empirical evidence, have been shown to promote student learning.

The Charlotte Danielson Framework for Teaching consists of four Domains, each with five to six components of teaching. This framework serves as the guide for rating classroom observations in our District. The domains and their components are described below:

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 and Technology
- ◆ 1e. Designing Coherent Instruction
- ◆ 1f. Designing Student Assessments

Domain 2: The Classroom 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

- ◆ 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



Culturally Responsive Educator Framework

The NSBSD is committed to a culturally responsive educational program. To that end teachers are expected to be active participants in the implementation of culturally aligned units and curriculum.

The Inupiaq Education Department has developed a framework and observation tools to identify the performance indicators of a culturally responsive educator. Indicators of performance are embedded into the Observation Rubric. This document aligns the Alaska Standards for a Culturally Responsive Educator with the Danielson’s Framework for Effective Teaching. 4 AAC 04.200 (f) & 4 AAC 19.010(b)(c)(d)

Artifacts for Danielson Domains 1 and 4

Domains 1 and 4 are the ‘behind the scenes’ components, typically not directly observable in a classroom setting. It is the educators’ responsibility to provide artifacts as evidence for their work in Domains 1 and 4. These artifacts should be collected in a central location to be shared with the Principal, i.e. file folder, electronic submission.

Evidence for Domains 2 and 3 will be collected via classroom visits, walkthroughs, informal and formal observation settings. The compilation of artifacts should not be an onerous task. It should reflect the work, as it exists, within the teacher’s scope of work and demonstrated professional attitudes. This list is intended as a guide to artifact collection for each component currently evaluated in the NSBSD. Other artifacts may be chosen, at the teacher’s discretion.

Limit submission to no more than 3 artifacts for each Domain.

DOMAIN 1: PLANNING AND PREPARATION

1b: Demonstrating Knowledge of Students

- Written reflections related to how instruction is or will be adjusted to meet the unique needs of the students
- First day of school activities or surveys to get to know students
- Student interest notecards/inventory and/or data of it (anecdotal notes)
- Sample of student learning profile data
- Lesson that incorporates cultural sharing or activities into lesson
- Evidence of cultural event attended w/reflection
- Parent/student surveys results analysis
- Intervention/enrichment group plans
- Seating chart—students seated for particular reasons
- Notes about learner special needs including those from IEP, 504, ELP, and ELL plans
- Lesson plan with differentiated options for learning and assessment (multiple points of entry)



1e: Designing Coherent Instruction

- Learning activities sequenced and connected within the lesson or unit plan
- Unit plan aligned through the Understanding by Design and CAIM process
- Plan that includes variety of instructional groupings and instructional materials
- Documentation that resources used relate to standards and student abilities
- Instructional plan that is tied to learning standards
- Plan that includes tech resources
- Plan that includes guiding/essential questions
- Materials or lesson plans that show planning for differentiation

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

4a: Reflecting on Teaching

- Written reflections on lesson implementation and adjustments for future teaching
- Revision notes from teaching a CAIM unit
- Documentation of discussion with principal/colleague/PLC team
- Reflection related to data/grade analysis, student surveys, parent surveys
- Reflection from a conference or workshop attended
- Reflective notes related to observing a colleague or being observed by a colleague

4c: Communicating With Families

- Parent Teacher Conference log with reflections
- Sample of Parent Communication Log (includes phone, email, in-person contacts)
- Log of school functions attended
- Calendar and sample of classroom newsletters/parent letters
- Parent, family member or student notes and letters received
- Website that shows how parents are regularly informed
- Parent classroom involvement log
- Invitations to elders to participate in classroom activities
- Evidence of *appropriate* use of social media with parents/families

4d: Participating in a Professional Community

- Resume that includes current professional organization memberships
- PowerPoint or outline from presentations to others
- Evidence of contribution to a leadership team (C-CAT, TAP, BLT, PBIS, district, state, or professional association level)
- Log of leadership activities
- Reflection and implementation plan from outside professional development opportunity (conference, summer course work, etc.)
- Documentation of collegial sharing of information, book study, or learning opportunities focused on effective practices
- Meeting or committee notes
- PLC agendas/notes
- Evidence of participation on an interview panel
- Evidence of participation on unit review team
- Evidence of serving as a mentor



Evaluation Training

Stakeholders

Once each year, in-service training will be provided to all staff covered under this evaluation system. This will include information about the Danielson Framework for Effective Teaching, the Framework for Teaching Evaluation Instrument and rubrics, the NSBSD Culturally Responsive Educator Framework, development of the student growth component, access to the Evaluation Handbook, and all relevant forms and timelines. The District is committed to support teachers who find personal and professional satisfaction in their educational practice and as members of the NSBSD learning community. AS 14.20.149 (d)

Evaluators

To ensure inter-rater reliability and evaluations based on non-biased evidence, the District provides training for the evaluators on an annual basis. 4 AAC 19.060



Levels of Support

In accordance with Alaska statutes when a teacher, administrator or special services provider is performing below the proficient level they must be provided with

District Support

Prior to formal observations the site administrator should perform 2 or more walk-through visits. Feedback must be provided in a timely manner. Any potential cause for concern should be discussed at that time to guide the teacher's growth.

An educator who has received a rating of basic on two or more content standards, or other criteria for which evaluation is required, unless they are to be non-retained, shall be provided District Support to improve in those areas deemed basic. 4 AAC 19.010

The District Support will identify the assistance and guidance the educator will receive in order to improve in the areas in question. The support may come from within the school's professional community, through District staff, or other mutually agreed upon initiatives at no additional cost to the district.

The plan must: 4 AAC 19.010 (j)

- Set clear and specific performance expectations
- Describe ways that the educator's performance can be improved
- And provide sufficient time to improve an not less than 30 teaching days

If at the conclusion of the specified timeline for District Support the educator is not meeting the criteria for proficient or exemplary, the district may place the educator on a Plan of Improvement. AS 14.20.149 (b)

Plan of Improvement

An educator who has received a rating of unsatisfactory on one or more content standards, or other criteria for which evaluation is required, shall be placed on a Plan of Improvement. The plan must be based on the area or areas rated unsatisfactory as defined in the Danielson's Framework and/or the NSBSD Culturally Responsive Educator Framework. 4 AAC 19.010 (g), AS 14.20.149 (b) (6),

The evaluating administrator shall consult with the tenured teacher in setting clear, specific performance expectations to be included in the Plan of Improvement. The Plan of Improvement must address ways in which the tenured teacher's performance can be improved.

Per statute AS 14.20.149 (e)

- The plan shall last for not less than 90 workdays and not more than 180 workdays unless minimum time is shortened by agreement.
- The school district must observe the teacher at least twice during the course of the plan.



- If, at the conclusion of the Plan of Improvement, the tenured teacher's performance again does not meet the district performance standards, the district may non-retain the teacher under AS 14.20.175 (b)(1)