

POLICY TITLE: CERTIFIED STAFF EVALUATION

Purpose

The Agency has a firm commitment to performance evaluation of Agency personnel, whatever their category and level, through the medium of a formalized evaluation system. The primary purpose of such evaluation is to assist personnel in professional development and in achieving Agency goals. This policy applies to certificated personnel. The CEO/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.

The formal performance evaluation system is designed to:

- Maintain or improve each employee's job satisfaction and morale by letting him/her know that the supervisor is interested in his/her job progress and personal development.
- Serve as a systematic guide for supervisors in planning each employee's further training.
- Assure considered opinion of an employee's performance and focus maximum attention on achievement of assigned duties.
- Assist in determining and recording special talents, skills, and capabilities that might otherwise not be noticed or recognized.
- Assist in planning personnel moves and placements that will best utilize each employee's capabilities.
- Provide an opportunity for each employee to discuss job problems and interests with his/her supervisor.
- 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 CEO/Superintendent, or the CEO/Superintendent's 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:

- Distributing proper forms in a timely manner.
- Ensuring completed forms are returned for filing by a specified date.
- Reviewing forms for completeness.
- Identifying discrepancies.
- Ensuring proper safeguard and filing of completed forms.
- Creating and implementing a plan for ongoing training for evaluators and certificated personnel on the Agency's evaluation standards, forms, and process and a plan for collecting and using data gathered from evaluation form. The plan will include identification of the actions, if any, available to the Agency as a result of the evaluation as well as the procedure(s) for implementing each action.
- Creating a plan for ongoing review of the Agency's Performance Evaluation Program that includes stakeholder input from teachers, Board members, administrators, parents and/or guardians, and other interested parties.
- Creating a procedure for remediation for employees that receive evaluations indicating that remediation would be an appropriate course of action.
- Creating an individualized evaluation rating system plan for how evaluations will be used to identify proficiency and record growth over time with a minimum of four (4) rankings used to differentiate performance of teachers and pupil personnel certificate holders including: 'U' = unsatisfactory; 'B' = basic; 'P' = proficient; and 'D' = distinguished.

Evaluation Criteria – Certified Instructional Staff

An evaluation form will be completed for each certificated employee. A copy will be given to the employee. The original will be retained in the employee's personnel file. The evaluation form is designed to increase planning and relate performance to assigned responsibilities through joint understanding between the immediate supervisor (evaluator) and the employee as to the job description and major performance objectives.

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

The evaluation form for all certified employees involved in pupil instruction will be aligned with minimum state standards and based upon the Charlotte Danielson Framework for Teaching, Second Edition, and will include, at a minimum, the following general criteria upon which the performance evaluation system will be based:

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

Evaluation Criteria – Certified Non-Instructional Staff

The evaluation form for all certified employees not involved in pupil instruction (counselor, psychologist, etc) will be aligned with minimum State standards and based upon the Charlotte Danielson Framework for Teaching, Second Edition, to the maximum extent possible.

Evaluator

The Immediate Supervisor (Evaluator) is the employee's "evaluator" and has the responsibility for:

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

- Completing Performance Evaluation Forms as required.
- Completing training on the Agency’s Performance Evaluation Program.

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

The Immediate Supervisor (Evaluator) for groups of certified COSSA employees will be:

<u>Employee Group</u>	<u>Evaluator</u>
COSSA Administrators	CEO/Superintendent
COSSA Academy Teachers	COSSA Academy Principal
CRTEC CTE Teachers	CRTEC CTE Coordinator
COSSA Special Education Teachers	COSSA Special Education Director
COSSA Itinerant Special Ed Staff	COSSA Special Education Director

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

Sources of Data

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

The COSSA Board of Trustees has determined that sixty-seven percent (67%) of the evaluation of instructional personnel will be based upon the Professional Practice portion of the Charlotte Danielson Framework for Teaching, Second Edition. The evaluation form will include input received from parents or guardians as a measure to inform the Professional Practice portion. The COSSA Board of Trustees has determined that parent input shall constitute thirty-three percent (33%) of the Professional Practice portion. For COSSA Administrators, COSSA Academy Teachers, and CRTEC CTE Teachers, parent input shall be obtained by surveys administered during parent-teacher conferences. The COSSA Special Education Director will make arrangements for parent surveys to be collected on Special Education Teachers and Itinerant Special Education Staff.

Thirty-three-percent (33%) of the evaluation of instructional personnel will be based on multiple, objective measures of growth in student achievement as determined by the

Board, and based upon research. One of the measures will be ISAT by Smarter Balanced. The Board has selected the following as the Agency's additional measures of growth in student achievement for evaluating certificated staff:

COSSA Academy Administrators – Positive placement data from Academy and CTE student graduates

COSSA Academy Teachers – Percentage “pass” on summative pre- and post-tests, administered in each quarterly class

CTE Teachers – For Level I and II students, percentage “pass” on summative pre- and post-tests, administered in each semester class; for Level III concentrators the percentage “pass” on CTE program Technical Skill Assessments (TSAs)

Special Education Teachers and Itinerant Special Education Certificated Staff – Student progress towards achievement of IEP goals and objectives reported quarterly.

Gifted/Talented Facilitator – Percentage achieving proficient and advanced on ISAT assessments of students enrolled in and participating in G/T Enrichment “Pull-Out” program.

Procedure

Each certificated 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. The evaluation shall use multiple measures that are research based and aligned to the Charlotte Danielson Framework for Teaching Second Edition, as detailed above. The evaluation of instructional personnel shall annually include a minimum of two (2) documented observations, one (1) of which shall be completed prior to January 1st. Each employee shall be given an opportunity to provide their evaluator “evidence” of the employee's performance in each area on which they are evaluated.

Individuals who hold a Professional or Advanced Professional Endorsement will be annually evaluated in at least two domains, including **Domain 2 or Domain 3**. Whether the Agency evaluates on only two domains or all domains is left to the discretion of the individual principal and may be decided on a case-by-case basis for each employee. All other instructional or pupil service staff employees must be evaluated across all domains.

Communication of Results

Meeting with the Employee: Each evaluation shall include a meeting with the evaluated employee. At the scheduled meeting with the employee, the immediate supervisor (evaluator) will:

- 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.

- Allow the employee to make any written comments he/she desires. Inform the employee that he/she may turn in a written rebuttal of any portion of the evaluation within seven (7) days and outline the process for rebuttal. Have the employee sign the evaluation form indicating that he/she has been given a copy.

No earlier than seven (7) days following the meeting, if the supervisor has not received any written rebuttal, the supervisor will forward the original evaluation to the CEO/Superintendent, or the designee, for review before filing in the employee's personnel file. The immediate supervisor may also retain an electronic copy of the draft evaluation to aid in preparing the next evaluation's performance goals, but this is NOT the official record of the employee's performance.

Personnel Actions

Performance evaluations may be used by the CEO/Superintendent to help inform decisions about personnel moves and placements that will best utilize each employee's capabilities. Any contemplated move or placement will be discussed with the employee during the meeting with the employee to discuss the evaluation.

Should any action be taken as a result of an evaluation to not renew an individual's contract, the Agency will comply with the requirements and procedures established by Idaho Code Sections 33-513 through 33-515.

Appeal

Within seven (7) days from the date of the evaluation meeting with their immediate supervisor the employee may file a written rebuttal of any portion of the Evaluation Form. The written rebuttal shall state the specific content of the Evaluation Form with which the employee disagrees, a statement of the reason(s) for disagreement, and the amendment to the Evaluation Form requested.

If a written rebuttal is received by the supervisor within seven (7) days, the supervisor may conduct additional meetings or investigative activities necessary to address the rebuttal. 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 Form as requested by the employee or stating the reason(s) why the supervisor will not be amending the Evaluation Form as requested.

If the supervisor chooses to amend the Evaluation Form as requested by the employee then the amended copy of the Evaluation Form will be provided to, and signed by, the

employee. The original amended Evaluation Form will then be forwarded to the CEO/Superintendent, or the designee, for review before being filed in the employee's personnel file.

If the supervisor chooses not to amend the Evaluation Form as requested by the employee then the Evaluation Form along with the written rebuttal, and the supervisor's response, if any, will be forwarded to the CEO/Superintendent, or the designee, for review before being filed in the employee's personnel file.

Remediation

Counseling sessions between immediate supervisors and employees may be scheduled periodically, but are a requirement when the supervisor reviews the employee's annual evaluation. During these sessions, an open dialogue should occur which allows the exchange of performance oriented information. The employee should be informed of how he/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.

Should the immediate supervisor recommend remedial training and/or intensive mentoring to improve the employee's performance, a written plan of remediation will be created and signed by both the immediate supervisor and the employee.

Monitoring and evaluation

The Agency's Performance Evaluation Program will be reviewed on an annual basis in conjunction with the annual policy review by the Board of Trustees and before the December 1st deadline to provide updated evaluation plans to the State Department of Education. The objective of this review is to monitor and evaluate the overall effectiveness of the Agency's personnel evaluation system.

Professional development and training

An ongoing professional development plan for training evaluators/administrators and teachers on the Agency's evaluation standards, tools, and processes will be created. This training will normally occur during the pre-service training before the start of every school year.

Funding

Funds required to conduct the ongoing professional development training of evaluators/administrators and teachers on the Agency's evaluation standards, tools, and process will normally come from the State Department of Education's annual professional development payment.

Collecting and analyzing data

Aggregate data gathered from the evaluation form will be collected and used to plan annual professional development training.

Individualized teacher evaluation rating system

The CEO/Superintendent is responsible for creating an individualized evaluation rating system plan for how evaluations will be used to identify proficiency and record growth over time. The system will include four (4) rankings used to differentiate performance of teachers and pupil personnel certificate holders including: 'U' = unsatisfactory; 'B' = basic; 'P' = proficient; and 'D' = distinguished.

The overall rating for an evaluation period consists of:

- 22% Parental Input – 0 to 22 points possible
- 45% Danielson – 0 to 45 points possible
- 10% ISAT – 0 to 10 points possible
- 23% Growth – 0 to 23 points possible

The overall rating for an evaluation period will be determined by adding the individual elements of the rating together to get a "total" score. The total score becomes the overall rating for the evaluation based on the following scale:

- 0-50 pts = Unsatisfactory
- 50-66 pts = Basic
- 67-91 pts = Proficient
- 92-100 pts = Distinguished

The above evaluation rating system will be clearly indicated on the evaluation tool.

Plan to include all stakeholders

Annually, the CEO/Superintendent will invite stakeholder review of the evaluation plan. Stakeholders include: teachers, Board members, administrators, parents and/or guardians, and other interested parties. Teachers, administrators, parents, and stakeholders will conduct their review of the existing policy before the Board of Trustees conducts their review and annual approval of the evaluation policy.

Personnel Records

Permanent records of each certificated personnel evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code).

Rankings of individual certified staff shall be reported to the State Department of Education annually for State and Federal reporting purposes (i.e. via ISEE). The State Department of Education shall ensure that the privacy of all certificated personnel is protected by not releasing statistical data of evaluation rankings in local school districts with fewer than five (5) teachers and by only reporting that information in the aggregate by the local school district.

Evaluation Plan Reporting

Annually, by December 1st, the Agency shall submit its evaluation plan to the State Department of Education for approval. Any subsequent changes to the Agency's evaluation plan shall be resubmitted to the State Department of Education for approval.

LEGAL REFERENCE:

I.C. § 33-514	Issuance of Annual Contracts – Support programs – Categories of Contracts – Optional Placement – Written Evaluation
I.C. § 33-515	Issuance of Renewable Contracts
I.C. § 33-518	Employee Personnel Files
I.C. § 33-1001	Definition
IDAPA 08.02.02.120	Local Agency Evaluation Policy

POLICY HISTORY:

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Appendix A
Certified Staff Evaluation