Hoonah City Schools

Professional Growth & Evaluation
Handbook for Certified Staff
2017-2020
SECTION I: INTRODUCTION & PURPOSE

Hoonah City Schools Mission Statement

To deliver a quality education that inspires and challenges all students to reach their full potential.

Vision

Is for our students to enjoy a diverse learning environment that integrates Tlingit language and culture, engages our community, and graduates productive citizens who are healthy, self-confident, creative, adaptable, and resilient.

Strategic Goals

Goal 1: Student Learning

Objective 1: Meet every student’s individual learning needs.
Objective 2: Produce an increasing graduation rate. Goal: 100%.

Goal 2: Stakeholder Satisfaction

Objective 1: Improve communication with all stakeholders.
Objective 2: Engage stakeholders as partners to support our mission.

Goal 3: Employee Development

Objective 1: Educate employees on local and tribal cultures.
Objective 2: To make every employee feel valued and increase their capacity to make a difference.
Objective 3: Ensure HCS Staff is trained in the use of instructional technology.
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Philosophical Framework

Districts are required to use teacher evaluation systems with standards and procedures in accordance with AS.20.149. The intent and aim of a teacher evaluation system is to provide educators meaningful feedback, promote professional growth, and positively impact student learning. An effective teacher evaluation system increases conversation and focus on instructional effectiveness and provides concrete ideas for areas of growth.

It is the belief that the development of a framework for professional practice will serve the needs of all educators. In the case of a novice teacher, it will promote growth and provide needed guidance for day to day improvement. For the veteran educator, the framework will provide the collegiality and support needed to constantly improve and refine one’s practice. In all cases, the framework provides a common set of core teaching standards that give focus to the evaluation process and professional growth. The evaluation of certificated staff is an involved process that incorporates data collected from informal walkthroughs, formal observations, and input form student and family stakeholders. The goal is to support the continuous growth and development of each teacher by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

The evaluation system has the opportunity to create more meaningful conversations around growth, allowing teachers to take a more active role in honing their craft as a teacher. It is with this in mind that the Hoonah Education Association (HEA) and Hoonah City Schools have chosen to implement the Marzano Evaluation Model as the foundation for certificated evaluation. We believe that the constructs within the Marzano framework provide a balance between structure and flexibility. It is prescriptive in that it defines common purposes and expectations, thereby guiding effective instructional practice. At the same time, it provides flexibility, thereby allowing for creativity and individual teacher initiative.

Constructs of the Marzano Evaluation Model

- Teachers and administrators can increase their expertise from year to year which can produce year to year gains in student achievement.

- A common language of instruction and evaluation is key to successful improvement.

- The common language used must reflect the complexity of teaching and learning.

- Focused feedback and focused practice using a common language provide opportunities for teacher and administrator growth.

- The framework is a causal model. When it is applied with fidelity, teacher expertise will improve and student achievement will demonstrate growth.
Implementation Timeline

February 2017

- Teachers will receive initial training on the Marzano Framework and the iObservation software.
  - All certified staff to receive training in using iObservation as a data collection tool. This should include navigation of the self-assessment tool, professional growth plans, observation tools, uploading evidence, and the resource library.
  - All certified staff to receive training on the evaluation handbook. This should include an overview of evaluation deadlines and expectations for tenured vs. non-tenured staff, timeline for implementation, and calculations of summative scores.
- *Pilot* using the iobservation software to collect data on teacher performance via observations and teacher provided evidence.

2017-2018

- Comprehensive fall in-service training on Marzano and iObservation by a certified trainer.
- All certified staff to receive training on the evaluation handbook.
- All certified staff to receive training on developing Student Learning Growth Goals (SLGGs).
- Build school capacity to provide support via administration and teacher leaders.

2018-2019

- Comprehensive fall in-service training on Marzano, iObservation, and evaluation handbook.
- Continued training on developing and revising Student Learning Growth Goals (SLGGs).
- Continuous support for new teachers by administrators and teacher leaders.

2019-2020 & Forward

- Comprehensive fall in-service training on Marzano, iObservation, and evaluation handbook.
- Continuous support for new teachers by administrators and teacher leaders.
SECTION II: PROCESS & TIMELINES

Requirements for Tenured & Non-Tenured Staff

Non-Tenured (As described in BP 4116)

A non-tenured teacher who has been employed by the district continuously for three consecutive school years and who is offered a contract for the next succeeding school year shall achieve tenure in the district at the beginning of the fourth year, provided the teacher performs a day of teaching services in the fourth year, and further provided the teacher received a proficient or above performance evaluation in the third year.

Tenured (As described in BP 4116)

A teacher who has acquired tenure in the district but loses tenure because of a break in service may reacquire tenure if the break in service was not the result of dismissal or non-retention and did not last longer than one year. A teacher returning from a break in service not lasting longer than one year will reacquire tenure at the beginning of the second consecutive year of reemployment, provided the teacher performs a day of teaching services in the second year, and further provided the teacher received an acceptable performance evaluation.

A teacher who has acquired tenure in another district will acquire tenure in this district if the teacher’s break in service was not the result of dismissal or non-retention and did not last longer than one year. A previously tenured teacher who has been employed by the district continuously for two consecutive school years and who is then offered a contract for the next succeeding school year shall achieve tenure at the beginning of the third year, provided the teacher performs a day of teaching services in the third year, and further provided the teacher received a satisfactory performance evaluation in the second year.
Non-Tenured & Tenured Certified Staff Evaluation

**Non-Tenured Certified Staff**

**Tenured Certified Staff**

**Annual Fall State-Mandated Inservice Training**
Review Formal Evaluation and Professional Growth Plan Processes
*Training Completed by 9/30 Per AS 14.20.149*

**Self-Evaluation, Development of Professional Growth Plan & Student Learning Growth Goals (SLGGs)**
Self-evaluation on Domains 1-4 in iObservation system
Development of Professional Growth Plan
Development of 2 Student Learning Growth Goals

**Walkthroughs or Informal Observations**
*Minimum of 6 walkthroughs or informal observations. Minimum length of 10-15 minutes.*

**2 Formal Evaluations**
Pre-Observation Conference
Formal Observation
Post-Observation Conference
*Midpoint by 12/15, Final by 3/1*

**Walkthroughs or Informal Observations**
*Minimum of 4 walkthroughs or informal observations. Minimum length of 10-15 minutes.*

**1 Formal Evaluation**
Pre-Observation Conference
Formal Observation
Post-Observation Conference
*Annual by 5/15*
Evaluation Measure

The measure of the instructional personnel evaluation system is teacher performance, as determined by the Marzano Framework and iObservation, including formal, informal and walkthrough observations. School administrators evaluate teachers on their classroom and professional practices based on information gathered from formal and informal classroom observations and walkthroughs in Marzano’s Domain 1, as well as supporting elements from Domains 2-4. All elements can be supported by artifacts, such as lesson plans, evidences of professionalism and collegiality, samples of student work and assessment data, and video and photographic evidence, etc. Observational data will be collected and analyzed in the iObservation online tool.

Teachers will be evaluated on the following domain areas:
Domain 1: Classroom Strategies and Behaviors
Domain 2: Planning and Preparing
Domain 3: Reflecting on Teaching
Domain 4: Collegiality and Professionalism
Domain 5: Student Learning Growth Goals

Observations can occur during any phase of the licensed staff duties—in the classroom; while supervising students in the hallway or playground; in meetings with parents or staff, etc. Classroom observations should be varied in terms of type of lesson, teaching strategy, student group, time of day, and lesson. Additionally, observations should be focused on a specific standard or indicator, and the educator should receive timely and useful feedback after the observation. For classroom teachers, a minimum of four observations must be completed in the classroom setting.
Evidence & Data Collection Types

**Formal Observation**

The formal observation is a method for collecting evidence that will be used as a source of data for the summative evaluation and provides a rich source of feedback to teachers regarding their instructional practice and professional growth. It is not the summative evaluation. The formal observation consists of an observation for a full class period as deemed appropriate for various levels. The formal observation includes a planning and reflection conference with the teacher. Both the planning conference and the reflection conference should be scheduled at the same time that the observation is scheduled and should be conducted in a timely manner (1-5 days preceding and following observation).

**Informal Observation**

The informal observation may or may not include an observation of the full class period. While planning and reflection conferences are not required, observers should provide timely and actionable feedback to teachers regarding these observations. These observations are useful for providing additional feedback to teachers, acknowledging professional growth and collecting additional evidence that may be used to collect data points towards the annual evaluation process.

**Walk-Through Observation**

The walkthrough observation is of short duration, usually 10-15 minutes. While planning and reflection conferences are not required, observers should provide timely and actionable feedback to teachers regarding these observations. These observations are useful for providing additional feedback to teachers, acknowledging professional growth and collecting additional evidence that may be used to further inform the annual evaluation process.

**Artifact Evidence**

A piece of evidence (a product of the teacher and/or student work) that documents the successful use of the strategy.
SECTION III: PERFORMANCE STANDARDS & SCORING

Alaska Teacher Standards

Marzano's Art & Science of Teaching Learning Map
Marzano Art and Science of Teaching Framework
Learning Map

Domain 2: Planning and Preparing

Planning and Preparing

Planning and Preparing for Lessons and Units
42. Effective Scaffolding of Information with Lessons
43. Lessons within Units
44. Attention to Established Content Standards

Planning and Preparing for Use of Resources and Technology
45. Use of Available Traditional Resources
46. Use of Available Technology

Planning and Preparing for the Needs of English Language Learners
47. Needs of English Language Learners

Planning and Preparing for the Needs of Students Receiving Special Education
48. Needs of Students Receiving Special Education

Planning and Preparing for the Needs of Students Who Lack Support for Schooling
49. Needs of Students Who Lack Support for Schooling

Domain 3: Reflecting on Teaching

Reflecting on Teaching

Evaluating Personal Performance
50. Identifying Areas of Pedagogical Strength and Weakness
51. Evaluating the Effectiveness of Individual Lessons and Units
52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a Professional Growth Plan
53. Developing a Written Growth and Development Plan
54. Monitoring Progress Relative to the Professional Growth and Development Plan

Domain 4: Collegiality and Professionalism

Promoting a Positive Environment
55. Promoting Positive Interactions with Colleagues
56. Promoting Positive Interactions about Students and Parents

Promoting Exchange of Ideas and Strategies
57. Seeking Mentorship for Areas of Need or Interest
58. Mentoring Other Teachers and Sharing Ideas and Strategies

Promoting District and School Development
59. Adhering to District and School Rules and Procedures
60. Participating in District and School Initiatives

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www.MarzanoEvaluations.com
Summative Evaluations & Evaluation Tool

The Summative Evaluation will include a summary of scores from all collected data points in iObservation and other evidences. From those scores, an overall score will be generated.

For each observed element in the framework, the following rubric will be applied. Specific rubric details for each element are available in the Marzano protocol (see Section V: Resources).

<table>
<thead>
<tr>
<th>Marzano Ratings</th>
<th>Not Applicable</th>
<th>Not Using</th>
<th>Beginning</th>
<th>Developing</th>
<th>Applying</th>
<th>Innovating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**Conjunctive Scoring**

In the conjunctive approach, a teacher could have very low scores on some elements across the four domains and still be classified as Highly Effective.

Final evaluations are used to make decisions on an educator’s overall performance and may inform personnel decisions regarding continuing employment. A teacher with one or more domains rated as unsatisfactory on their evaluation will be placed on a Plan of Improvement per state statute.

**Domain Scoring**

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain 1</td>
<td>Greater than or equal to 50% at Level 1, 0</td>
<td>Less than 65% at Level 3 or higher AND less than 50% at Level 1, 0</td>
<td>At least 65% of scores at Level 3 or higher</td>
<td>At least 65% of scores at Level 4</td>
</tr>
<tr>
<td>Domain 2</td>
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<tr>
<td>Domain 3</td>
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<tr>
<td>Domain 4</td>
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</tbody>
</table>

iObservation will calculate an overall rating. Domain scores will be weighted based on the percentage of total elements in a domain.
Teacher Evaluation Framework

Domain 1 - 65%, Domain 2 -15%, Domain 3 – 10%, Domain 4 -10%.

<table>
<thead>
<tr>
<th>Score</th>
<th>Alaska Regulations</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1.49</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>1.5 - 2.49</td>
<td>Basic</td>
</tr>
<tr>
<td>2.5 - 3.49</td>
<td>Proficient</td>
</tr>
<tr>
<td>3.5 - 4.0</td>
<td>Exemplary</td>
</tr>
</tbody>
</table>

When no scores are entered in a Domain, the weight of that Domain will be redistributed. This means that the value of the unscored Domain will be added proportionately to the remaining Domains. If this occurs, the final score will be marked as “Adjusted.” The adjustment refers only to redistribution and not to any other changes in scoring. For the purposes of an overall evaluation, conjunctive scoring will be used.
## Marzano Instructional Framework Non-Observables – Evidence and Artifacts

### Domain 2: Planning and Preparing

<table>
<thead>
<tr>
<th>Criteria/Components</th>
<th>* Proficient</th>
<th>Evidence/Artifact(s)</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criterion #3 Differentiation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Component 3.1</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Plans and prepares for effective scaffolding of information within lessons and units that progresses toward a deep understanding and transfer of content</td>
<td>The teacher organizes content in such a way that each new piece of information clearly builds on the previous piece, and students move from understanding to applying the content through authentic tasks.</td>
<td></td>
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<tr>
<td><strong>Component 3.2</strong></td>
<td></td>
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</tbody>
</table>
| Uses data to plan and provide interventions that meet individual learning needs of students including the following:  
  - ELL students  
  - Special Education students  
  - Students who come from home environments that offer little support | The teacher identifies and effectively employs interventions that meet the needs of specific sub-populations (e.g., ELL, special education, and students who come from environments that offer little support for learning. |                      |         |
<p>| <strong>Criterion #4 Content Knowledge</strong> |              |                      |         |
| <strong>Component 4.1</strong>   |              |                      |         |
| Demonstrates a comprehensive understanding of the subject taught and the standards for the subject | The teacher demonstrates a comprehensive knowledge of the subject and the standards for the subject. |                      |         |
| <strong>Component 4.2</strong>   |              |                      |         |
| Plans/prepares for use of available resources and technology | The teacher identifies the available materials that can enhance student understanding and the manner in which they will be used. |                      |         |
| <strong>Criterion #6 Student Data</strong> |              |                      |         |
| <strong>Component 6.1</strong>   |              |                      |         |
| Designs instruction aligned to assessments that impact student learning | The teacher designs instruction with assessments aligned to clearly stated learning targets (daily) and/or learning goal (longer term). Those assessments are adapted to meet student learning needs. |                      |         |</p>
<table>
<thead>
<tr>
<th>Component 6.2</th>
<th>The teacher examines multiple data points and makes more than minimal changes to instruction and assessment based on the information. Additionally the teacher monitors the extent to which the changes result in enhanced student learning.</th>
</tr>
</thead>
</table>

**Domain 3: Reflecting on Teaching**

<table>
<thead>
<tr>
<th>Criteria/Components</th>
<th>* Proficient</th>
<th>Evidence/Artifact(s)</th>
<th>Date(s)</th>
</tr>
</thead>
</table>
| **Criterion #2 Instruction**  
*Component 2.8*  
Reflects and evaluates the effectiveness of instructional performance to identify areas of pedagogical strength and weakness | The teacher determines how effective a lesson or unit was in terms of enhancing student achievement and identifies causes of success or failure that are most useful for his or her development. |  |  |
| **Criterion #8 Professional Practice**  
*Component 8.4*  
Pursues professional development based on his/her written growth and development plan, and monitors progress relative to that plan | The teacher develops a written professional growth and development plan with goals and timelines, charts his or her progress, and makes adaptations as needed. |  |  |

**Domain 4: Collegiality and Professionalism**

<table>
<thead>
<tr>
<th>Criteria/Components</th>
<th>* Proficient</th>
<th>Evidence/Artifact(s)</th>
<th>Date(s)</th>
</tr>
</thead>
</table>
| **Criterion #7 Families and Communities**  
*Component 7.1*  
Communicates with parents/guardians and school/communities in a timely and professional manner regarding courses, programs, school events and grade level expectations | The teacher communicates and collaborates with parents/guardians and school/community regarding courses, programs and school events relevant to the students' in a timely and professional manner. |  |  |
| **Component 7.2**  
Communicates individual student progress to parents/guardians in a timely and professional manner | The teacher communicates individual students' progress to parents/guardians in a timely and professional manner. |  |  |
| **Criterion #8 Professional** |  |  |  |
**Practice**

<table>
<thead>
<tr>
<th>Component 8.1</th>
<th>The teacher seeks help and mentorship from colleagues regarding specific classroom strategies and/or mentors other teachers in such a manner as to enhance pedagogical skill.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborates with colleagues about student learning and instructional practices by seeking mentorship for areas of need or interest, and/or by mentoring other teachers through sharing ideas and strategies</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Component 8.2</th>
<th>The teacher follows established norms and collective commitments, contributing to the overall effectiveness of the team.</th>
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<tbody>
<tr>
<td>Promotes positive interactions with colleagues and displays dependability through active participation</td>
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<tr>
<th>Component 8.3</th>
<th>The teacher participates in district and school initiatives at a level consistent with his or her talents and availability.</th>
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<tbody>
<tr>
<td>Participates in district and school initiatives</td>
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</tbody>
</table>

*Note: Bolded Text demonstrates the shift from a BASIC rating to a PROFICIENT rating.*

<table>
<thead>
<tr>
<th>Examples of Teacher Evidence/Artifacts for Non-observable Components</th>
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<tbody>
<tr>
<td>Lesson plans</td>
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<tr>
<td>IEP's</td>
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<td>Portfolios</td>
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<tr>
<td>Newsletters</td>
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<tr>
<td>Videos of teaching practice</td>
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<tr>
<td>Assignment design</td>
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<tr>
<td>Use of data</td>
</tr>
<tr>
<td>Learning objectives</td>
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<td>Learning targets</td>
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<td>Rubric development</td>
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<td>Emails</td>
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<td>Exit tasks</td>
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**Evidence Selection:** Is it accurate and unbiased? Is it relevant? Is it representative of the total? Does it demonstrate an “on-going” level of performance over time?
Hoonah City School District Plan of Improvement

The Plan of Improvement is to provide organizational support and assistance to teachers, special service providers, or administrators who are not meeting the District Performance Standards. This is an intensive evaluation period that focuses on all areas that are unsatisfactory. For teachers or special service providers, the Plan of Improvement will be in place between 90 and 180 days. For administrators, the Plan of Improvement will be in place between 90 and 210 days. Reference Alaska State Statute AS 14.20.149

Employee’s Name: ____________________________________________

School and Assignment: ________________________________________

Evaluator: ______________________________________ School Year: ___________

I. Specific Domain, Elements or Standards in Need of Improvement

II. Specific Goals for Improvement

III. Resources, Activities, and Strategies for Improvement (Must include at least two formal observations) Resources, Activities, Strategies Person(s) Responsible Date Started Date Completed

<table>
<thead>
<tr>
<th>Resources, Activities, Strategies</th>
<th>Person(s) Responsible</th>
<th>Date Started</th>
<th>Date Completed</th>
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</tbody>
</table>

Completed Plan to be reviewed by the following date: ____________________

Employee’s Signature: ______________________________ Date: ___________

Evaluator’s Signature: ______________________________ Date: ___________

The employee’s signature indicates receipt of the above information.
Hoonah City School District Plan of Professional Growth

The Plan of Professional Growth is implemented to provide non-tenured or tenured teachers, special service providers or administrators with support, assistance, and guidance toward meeting the District Performance Standards. The plan will focus on components from the four domains that are Basic or below. The plan will be in place no longer than 90 days. The plan should be developed collaboratively between the teacher and administrator, or the administrator and supervisor.

Employee's Name: ____________________________

School and Assignment: ________________________

Evaluator: ___________________ School Year: _________

I. Specific Domain, Elements or Standards rated at Basic or below

II. Specific performance expectation

III. Description of ways growth can be demonstrated

IV. Suggested Activities and strategies for growth

Plan to be reviewed by the following date: ______________________

Employee's Signature: _______________ Date: ____________

Evaluator's Signature: ______________________ Date: ____________

The employee's signature indicates receipt of the above information.
SECTION IV: FORMS & LOGS

Form 4.1 - Pre-conference Form
Form 4.2 - Post-Conference Form

SECTION V: RESOURCES

Resource 5.1 - Marzano Learning Map
<table>
<thead>
<tr>
<th>NON-TENURED EVALUATION PLAN</th>
<th>TENURED PLAN</th>
<th>PLAN OF PROFESSIONAL GROWTH</th>
<th>PLAN OF IMPROVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose:</strong> To support the inductee in learning and achieving the performance standards of the profession and the district.</td>
<td><strong>Purpose:</strong> To provide tenured teachers a structured supportive and collaborative environment for enhancing their ongoing personal professional growth, ensuring that all staff continues to meet the District Performance Standards (Focused Teacher/Non-Classroom Instruction Support Evaluation Model).</td>
<td><strong>Purpose:</strong> To provide non-tenured or tenured teachers support, assistance, and guidance toward meeting the District Performance Standards (Focused Teacher/Non-Classroom Instruction Support Evaluation Model).</td>
<td><strong>Purpose:</strong> To provide organizational support and assistance to teachers who are not meeting the District Performance Standards (Focused Teacher/Non-Classroom Instruction Support Evaluation Model).</td>
</tr>
<tr>
<td>Standard Evaluation Plan Non-tenured</td>
<td>Standard Evaluation Plan Tenured</td>
<td>Teacher Enrichment Pathway</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>----------------------------------</td>
<td>----------------------------</td>
<td></td>
</tr>
<tr>
<td>For teachers who are non-tenured in the District. Minimum of two observations for the evaluation of AS 14.20.149(b)(2) and annual training AS 14.20.149(d). HCSD defines this as two formal observations.</td>
<td>For teachers who are tenured in the District. Minimum of one evaluation AS 14.20.149(b)(3) and annual training AS 14.20.149(d). KIBSD defines this as one formal observation.</td>
<td>AS 14.20.149 (b)(4) &quot;permit(s) the district to limit its evaluations of tenured teachers who have consistently exceeded the district performance standards to one evaluation every two school years.&quot;</td>
<td></td>
</tr>
</tbody>
</table>
Frequent observations are encouraged across all Domains and Design Questions being collected through the following variety of observation formats:
- Formal planned observation—a complete and uninterrupted lesson, scheduled in advance and to include pre and/or post conferences. Results are used for annual evaluation. Feedback provided to teacher. Follow up with teacher will occur within 5 working days.
- Informal observation—Typically 10-30 minutes long but may include an entire lesson. Results are used for annual evaluation. Feedback provided to teacher within 5 working days.
- Walkthrough—Usually 3-10 minutes. Typically, 1 to 2 elements may be scored. Results

| For teachers: • In first tenured year • Continuing as tenured • Designated by administrator to remain on Standard protocol • Who have a significant change in assignment Tenured teachers who have a rating of Basic (Developing 2) or lower on any of the District Performance Standards (Focused Teacher/Non-Classroom Instruction Support Evaluation Model) results in a Plan of Professional Growth. |
| Follows the protocol: • Rating of Basic (Developing 2) or lower on any of the District Performance Standards (Focused Teacher/Non-Classroom Instruction Support Evaluation Model) that are in the Unsatisfactory (Not Using, Beginning 0-1) performance range. • A Plan of Improvement will be in place between 90 and 180 days. • A Plan of Improvement will be written and administered according to Alaska State Statute AS |
may or may not be included in annual evaluation at discretion of evaluator. Feedback may or may not be provided, however, if included in evaluation, feedback will be required within 5 working days.

- Evaluation Summary — Share documented evidence gathered over time. Must be separate from post conference.

Evaluation is based on District Performance Standards. Administrators are encouraged to work with non-tenured teachers on a Plan of Professional Growth when concerns are noted.

directed and supported evaluation period that focuses on components from all four domains that are not in the Proficient range. • A Plan of Professional Growth will be in place no longer than 90 days. Note: Superintendent (or designee) MUST be consulted BEFORE a teacher moves to a Plan of Professional Growth or a Plan of Improvement.

14.20.149. Note: Superintendent (or designee) MUST be consulted BEFORE a teacher moves to a Plan for Professional Growth or a Plan of Improvement.

Hoonah city School District Continuous Growth and Evaluation System

<table>
<thead>
<tr>
<th>Standard Evaluation plan</th>
<th>Plan of professional growth</th>
<th>Plan of improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose: To provide non-tenured and tenured administrators a structured supportive and collaborative environment for enhancing their on-going personal</td>
<td>Purpose: To provide non-tenured or tenured administrators support, assistance, and guidance toward meeting the District Performance Standards</td>
<td>Purpose: To provide organizational support and assistance to administrators who are not meeting the District Performance Standards.</td>
</tr>
</tbody>
</table>
- Training as needed and required
- Documented observations and walkthroughs
- Collection of documents and artifacts as evidence of performance
- Evaluation Summary
- Evaluation is based on District Performance Standards. Administrators who have a rating of Basic (Developing 2) or lower on two or more of the District Performance Standards (Domains 1-5 or 6 as appropriate to assignment) will move to a Plan of Professional Growth.

| Follows the protocol: | Rating of Basic (Developing 2) or lower on any of the District Performance Standards (Domains 1-5 or 6 as appropriate to assignment).  
| This is a directed and supported evaluation period that focuses on components that are not in the Proficient range.  
| A Plan of Professional Growth will be in place no longer than 90 days. After successful completion of a Plan of Professional Growth, an administrator returns to prior status. If completion of the Plan of Professional Growth is progressing, it can be continued at the discretion of the evaluator. If unsuccessful, an administrator proceeds to the Plan of Improvement if tenured. | Follows the protocol:  
| This is an intensive evaluation period that focuses on components from all District Performance Standards (Domains 1-5 or 6 as appropriate to assignment) that are in the Unsatisfactory (Not Using/Beginning 0-1) performance range.  
| A Plan of Improvement will be in place between 90 and 210 days.  
| A Plan of Improvement will be written and administered according to Alaska State Statute AS 14.20.149. For any administrator whose performance at any point does not meet the District Performance Standards or who has failed to make adequate progress toward identified goals or who received an Unsatisfactory (Not Using/Beginning 0-1) rating in any area for the previous evaluation period. Administrators on this plan will not return to the Standard Evaluation Plan. |
|   |   | until all objectives of the Plan of Improvement are met, with adequate evidence to demonstrate a Proficient rating. If unsuccessful, the District will follow Alaska State Statute AS 14.20.149 |   |