

# **Kimberly School District**

## **PERSONNEL 5222B**

### **Evaluation of Certificated Personnel**

The District has a firm commitment to performance evaluation of District personnel, whatever their category and level, through the medium of a formalized system. The primary purpose of such evaluation is to assist personnel in professional development and in achieving District goals. The procedures outlined in this policy apply to certificated personnel other than administrators.

The teacher evaluation committee comprised of administrators and teachers from each building will review the Supervision/Evaluation Process annually. Revisions to the Supervision/Evaluation Process must be approved by the Kimberly School Board of Trustees. The purpose of the Supervision/Evaluation Process is to provide specific direction pertaining to supervision and evaluation as well as staying up to date regarding current Idaho Code and State Board of Education rule.

Each certificated staff member shall receive at least one (1) formative evaluation to be completed by January 1 and one (1) summative evaluation completed by June 1 for each annual contract year of employment. Evaluation data requested by the SDE will be submitted by July 1.

#### **Objectives and Criteria**

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 not otherwise 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 Superintendent, or the Superintendent's designee, has the overall responsibility for the administration of the Performance Evaluation Program and will ensure the fairness and efficiency of its execution, including:

- The distribution of proper forms in a timely manner.
- Ensuring completed forms are returned for file by a specified date.
- Creating a plan for annual training for evaluators and teachers on the District's evaluation standards (based on the statewide framework), forms, and process. The plan will include identification of the actions, if any, available to the District as a result of the evaluation as well as the procedure(s) for implementing each action.
- Creating a plan for ongoing review of the District's Performance Evaluation Program that includes stakeholder input from teachers, Board members, administrators, and other interested parties.

- Creating a procedure for remediation for employees that receive evaluations indicating that remediation would be an appropriate course of action.

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

- Continuously observing and evaluating an employee's job performance.
- Completing Performance Evaluation Forms as required.

### Procedures

Evaluation Form: An Evaluation Form will be completed for each certificated employee. A copy will be given to the employee. The original will be retained by the immediate supervisor. This form should be reviewed annually and revised as necessary to indicate any significant changes in duties and/or responsibilities. The 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.

Periodic classroom observations will be included in the evaluation process.

The evaluation form will identify the sources of data used in conducting the evaluation.

The evaluation form will include a section for input received from parents or guardians. The Board shall determine the manner and weight of parental input on the evaluation form.

Per IDAPA rule, the majority (50% +1) of the evaluation will be based upon professional practice and the remainder based upon measurable student achievement as identified in Idaho Code.

Instructional staff will be evaluated on all twenty-two (22) standards each year. Evaluations shall be differentiated for certified non-instructional employees and pupil personnel certificate holders in a way that aligns with the Charlotte Danielson Framework for Teaching Second Edition as to the extent possible and aligned to the pupil service staff's applicable national standards. The evaluation form will be aligned with minimum State standards and based upon Charlotte Danielson's Framework for Teaching 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 Goals 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

Certified administrative evaluations will be aligned to the minimum state standards based upon the Interstate School Leaders Licensure Consortium (ISLLC) standards. Certified administrative evaluations will address the following domains and standards:

- School Climate
  - School Culture
  - Communication
  - Advocacy
- Collaborative Leadership
  - Shared Leadership
  - Priority Management
  - Transparency
  - Leadership Renewal
  - Accountability
- Instructional Leadership
  - Innovation
  - Instructional Vision
  - High Expectations
  - Continuous Improvement of Instruction
  - Evaluation
  - Recruitment and Retention

### Meeting with the Employee

Each evaluation shall include a meeting with the affected employee at a pre and post conference. At the pre-observation meeting with the employee, the supervisor will:

- Discuss the completed pre-observation form with the teacher. This discussion will include the goals of the lesson and which domains or components within the domain the teacher would like the evaluator to focus on during the observation. The evaluator may comment on other components observed during the lesson as well as those chosen by the teacher.

At the post-observation meeting with the employee, the supervisor 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.
- Inform the employee that he/she may turn in a written rebuttal of any portion of the evaluation within ten (10) days and outline the process for rebuttal. Have the employee sign the evaluation form indicating that he/she has been given a copy. Sign the evaluation.

No earlier than ten (10) days following the meeting, if the supervisor has not received any written

rebuttal, the supervisor will forward the original evaluation form to the Superintendent, or the designee, for review. The supervisor will also retain a copy of the completed form.

### Rebuttals

Within ten (10) days from the date of the evaluation meeting with their 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. The rebuttal will be attached to the evaluation form before it is placed in the personnel file.

### Action

Should any action be taken as a result of an evaluation to not renew an individual's contract the District will comply with the requirements and procedures established by State law.

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  
IDAPA 08.02.02.120 Local District Evaluation Policy

### Policy History:

Adopted on:

July 12, 2012

Revised on:

June 20, 2013; August 17, 2016, March 21, 2018