

## Personnel

5340

### Evaluation of Certificated Employees

Alturas Preparatory Academy is committed to performance evaluation of school personnel, whatever their category and level, through a formalized system. The primary purpose of evaluation is to assist personnel in professional development and in achieving the goals of Alturas Preparatory Academy.

The procedures outlined in this policy apply to certificated personnel. Each certificated staff member shall receive at least two (2) documented evaluations for each annual contract year of employment, the first shall be completed before January 1st of each school year. The second shall be completed before May 15th, of each year. The evaluation model used is based on Charlotte Danielson's Framework for Teaching, these include the four domains as well as the twenty-two components. The evaluations will be differentiated for certificated non-instructional employees and pupil personnel certificate holders aligning with the Charlotte Danielson Framework for Teaching to the extent possible as well as being aligned to the pupil service staff's applicable national standards. "Measurable student achievement" means the measurement of student academic achievement or growth within a given interval of instruction for those students who have been enrolled in and attended eighty percent (80%) of the interval of instruction. The objective measure(s) of growth will be comprised of student achievement using the current and/or immediate past year's data gathered from, but not limited to:

- (a) Idaho standards achievement test (ISAT), including interim ISAT assessments;
- (b) Student learning objectives
- (c) Teacher-constructed assessments of student growth;
- (d) Pre- and post-tests, including charter-adopted tests;
- (e) Performance-based assessments;
- (f) Idaho reading indicator, which will be one (1) of the required assessment tools for applicable staff;
- (g) College entrance exams or preliminary college entrance exams such as PSAT, SAT, PACT, and ACT;
- (h) Advanced placement exams, exams for the International Baccalaureate;
- (i) Career technical exams;
- (j) Number of business or industry certificates or credentials earned by students in an approved career technical education program;
- (k) Number of students completing career technical education capstone courses; and
- (l) Number of students enrolled in career technical education courses that are part of a program that culminates with business or industry certificates or credentials

## **Purpose**

The formal performance evaluation system is designed to ensure teachers:

- Equip students with the skills to acquire knowledge individually and collaboratively.
- Teach students at instructional levels in small group instruction and empower them to grow and contribute to the team setting.
- Facilitate peer mentoring and peer collaboration.
- Facilitate student driven instruction.
- Encourage student participation in curriculum development.
- Assure curriculum is inquiry-based, and assessments reflect the knowledge and skills students have obtained from the curriculum – not the facts they have memorized.
- Facilitate supporting students to:
  - Grow into mentors and teachers by observation, engagement and practice.
  - Mentor in the classroom is essential and supports the growth and development of best practices.
  - Learn students’ strengths and needs (and how they change) over time. Teachers observe students and analyze data and implement interventions to address their academic and social needs.
- Receive the professional development required to strengthen their teaching.
- Are aware of their job performance and focus maximum attention on achievement.
- Have an opportunity to discuss job problems and interests with his/her supervisor.
- Use data to drive instruction.

## **Evaluation Criteria & Sources of Data**

An evaluation form will be aligned with minimum State standards and will be based upon Charlotte Danielson’s

Framework for Teaching. The performance evaluation criteria will be based on the following four domains and twenty-two components:

- 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
- 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

The evaluation form will identify the sources of data used in conducting the evaluation and will include a section for input received from parents or guardians.

**Individualized Teacher Evaluation Rating System** - The teacher evaluation rating system will incorporate the following four rankings to differentiate teacher performance:

1. Unsatisfactory
2. Basic
3. Proficient
4. Distinguished

### **Evaluator**

The Principal or the Principal's designee 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, he/she shall also 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 a plan for ongoing training for evaluators and teachers on the Charter School's evaluation standards, forms, and process. The plan will include identification of the actions, if any, available to Alturas Preparatory Academy as a result of the evaluation as well as the procedure(s) for implementing each action.

- Creating a plan for ongoing review of Alturas Preparatory Academy 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 Principal or principal's designee is also the employee's "evaluator" and has the responsibility for:

- Continuously observing and evaluating an employee's job performance.
- Holding periodic counseling sessions with each employee to discuss job performance and give feedback.
- Completing Performance Evaluation Forms as required and report the rankings of individual certificated personnel evaluations to the State Department of Education annually for State and Federal reporting purposes.

### **Procedures**

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. 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. Regular classroom observations will be included in the evaluation process.

### *Counseling Sessions*

Counseling sessions between the principal and employees may be scheduled periodically. During these sessions, an open dialogue should occur to allow the exchange of performance oriented information. The employee should be informed of how he/she has performed to date. Where areas of weakness or improvement are noted, 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: job responsibilities, performance of duties, professional conduct and attendance.

### *Evaluations*

Each evaluation shall include a meeting with the affected employee. At the scheduled meeting with the employee, the principal will:

- Discuss the evaluation as well as review the Individualized Professional Growth Plan (IPLP) with the employee, emphasizing strong and weak points in job performance.
- Commend the employee where applicable and discuss specific corrective action as needed.
- 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.

- The employee will sign the evaluation form upon receiving a copy and initial after principal's comments.

### **Professional and Advanced Professional Endorsements**

Individuals holding a professional endorsement or an advanced professional endorsement will be annually evaluated in at least (2) domains in the state evaluation framework approved by the state board of education. All other instructional or pupil service staff employees must be evaluated across all domains in the evaluation framework. Ratings in domain 2 or domain 3 are required as part of the advanced professional compensation rung performance criteria.

### **Personnel Actions**

Employees may make any written comments regarding the evaluation and may turn in a written rebuttal of any portion of the evaluation within seven (7) days. If the principal has not received any written rebuttal within seven (7) days, the evaluation will be placed in the employee's personnel file.

### **Appeals & Remediation**

Within seven (7) days from the date of the evaluation meeting with their principal the employee may file a written appeal of any portion of the evaluation form. The written appeal 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 appeal is received by the principal within seven (7) days, the principal may conduct additional observations or investigative activities necessary to address the appeal. Subsequent to these activities and within a period of ten (10) working days, the principal may provide the employee with a written response either amending the evaluation as requested by the employee or stating the reason(s) why the principal will not be amending the evaluation as requested.

If the principal 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 placed in the employee's personnel file.

If the principal chooses not to amend the evaluation form as requested by the employee, then the evaluation form (along with the written rebuttal and the principal's response, if any) will be placed in the employee's personnel file. The employee may request an audience with the board of directors. The board of directors will be presented a copy of the evaluation form along with the written rebuttal and the principal's response. The Board's decision is final.

### **Monitoring, Evaluation & Training**

The personnel evaluation system will be reviewed annually by the faculty and administration to assess its implementation and effectiveness. Staff will be trained on evaluation standards, the tools to be used for evaluation and the process of evaluation.



2280 E 17<sup>TH</sup> ST, IDAHO FALLS, ID 83404

[APA@ALTURASACADEMY.ORG](mailto:APA@ALTURASACADEMY.ORG)

[WWW.ALTURASPREP.ORG](http://WWW.ALTURASPREP.ORG)

208.932.9440

Policy History:

Adopted: October 15, 2021

Revised on: September 21, 2022

---

Callie Hatch, Board Chair