

Teacher Evaluation Policy

[Purpose \(IDAPA .08.02.02.120\)](#)

Statement of Purpose: To ensure instructional quality with the purpose of maximizing student achievement.

IDAPA 120.01 Standards - *Each district evaluation model shall be aligned to state minimum standards that are based on Charlotte Danielson's Framework for Teaching Second Edition domains and components of instruction.*

(Evaluation Criteria) IDLA teachers are evaluated based upon policies and procedures approved by the IDLA Board of Trustees as required by [IDAPA .08.02.02.120](#)- Charlotte Danielson's Framework for Teaching. Additionally, because these standards were developed with face-to-face instruction in mind, these policies and procedures have also been aligned to the iNACOL and Idaho Online Teacher Standards.

IDAPA 120.02 Professional Practice. *All certificated instructional employees must receive an evaluation in which at least a majority of the evaluation ratings must be based on Professional Practice. All measures included within the Professional Practice portion of the evaluation must be aligned to the Charlotte Danielson Framework for Teaching Second Edition domains and components. Professional Practice shall include a minimum of two (2) documented observations annually, with at least one (1) observation being completed by January 1 of each year. In situations where certificated personnel are unavailable for two (2) documented classroom observations, due to situations such as long-term illness, late-year hire, etc., one (1) documented classroom observation is acceptable. At least one (1) documented summative evaluation must include a rating for all components of the applicable professional standards used for evaluation of certified personnel. District evaluation models shall also include at least one (1) of the following as a measure to inform the Professional Practice portion of all certificated instructional employee evaluations: Parent/guardian input, student input, and/or portfolios.*

(Sources of Data) IDLA Principals will conduct regular class observations approximately every 14 days when a course is in session. At the conclusion of each course, the principal will provide a summative course evaluation based on the 22 components of the Danielson Instructional Framework, professional practice and student achievement. An annual evaluation of each teacher will be conducted.

IDLA Principals will use the following evidence/data when completing yearly teacher evaluations:

- Student feedback of teachers at end of class
- Completion and review of annual Individual Professional Learning Plan (IPLP)
- Teacher Portfolio (optional)
- Pre - Post-test results that show student growth in class

- Comparison of students' EOC pass rate
- Review of communication data
- Completion of Professional Development

IDAPA 120.03 Student Achievement. *Instructional staff evaluation ratings must in part be based on measurable student achievement, as defined in Section 33-1001, Idaho Code, as applicable to the subjects and grade ranges taught by the instructional staff. All other certificated staff evaluations must include measurable student achievement or student success indicators, as defined in Section 33-1001, Idaho Code, as applicable to the position. This portion of the evaluation may be calculated using current and/or the immediate past year's data and may use one (1) year or both years' data. Growth in student achievement may be considered as an optional measure for all other school-based and district-based staff, as determined by the local board of trustees.*

Student achievement will be measured in each course section taught by a teacher. This data will be aggregated and included in each instructor's annual evaluation. Measures will include one or more of the following: pre-post tests, performance-based assessments, end-of-course exams, and/or formative assessments.

IDAPA 120.04 Participants. *Each district evaluation policy will include provisions for evaluating all certificated employees identified in Section 33-1001, Idaho Code, Subsection 16. Evaluations shall be differentiated for certificated non-instructional employees and pupil personnel certificate holders in a way that aligns with the Charlotte Danielson Framework for Teaching Second Edition to the extent possible and aligned to the pupil service staff's applicable national standards. Policies for evaluating certificated employees should identify the differences, if any, in the conduct of evaluations for nonrenewable contract personnel and renewable contract personnel.*

Pupil Personnel Certificate Holders - Commensurate with the first course taught by a teacher each academic year, teachers will receive an IPLP form that they will complete in collaboration with their principal. Throughout the duration of each course, principals will conduct walkthroughs and provide feedback to the teachers being evaluated. At the conclusion of each class, a course evaluation will be provided to each teacher. Teachers displaying exemplary performance will receive bonus pay for the course. At the conclusion of a teacher's first class, a draft of the annual evaluation will be completed by the principal. If additional classes are taught, the principal will supplement the annual evaluation with additional evidence.

IDLA does not employ any Pupil Services Staff

IDAPA 120.05 Evaluation Policy – Content. *Local school district policies will include, at a minimum, the following information:*

- a. **Evaluation Criteria** – statements of the criteria upon which certificated personnel will be evaluated and rated.*
- b. **Evaluator** – identification of the individuals responsible for observing or evaluating certificated instructional staff and pupil service staff performance. The individuals assigned this responsibility 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.*
- c. **Communication of Results** – the method by which certificated personnel are informed of the results of evaluation.*
- d. **Personnel Actions** – the action available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change.*
- e. **Appeal** – the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of certificated personnel evaluations.*
- f. **Individualizing Teacher Evaluation Rating System** – a plan for how evaluations will be used to identify proficiency and record growth over time and be used to develop individualized professional learning plans. Districts shall have an individualized teacher evaluation rating system with a minimum of three (3) rankings used to differentiate performance of teachers and pupil personnel certificate holders including: i. Unsatisfactory being equal to “1”; ii. Basic being equal to “2”; and iii. Proficient being equal to “3”. iv. A fourth evaluation rating of Distinguished, being equal to “4”, may be used in addition to the three (3) minimum rankings...*
- g. **A Plan for Including Stakeholders** – a plan for including all stakeholders including but not limited to, teachers, board members, administrators, and parents in the development and ongoing review of their teacher evaluation plan.*

*a. **Evaluation Criteria** - IDLA teachers are evaluated based upon policies and procedures approved by the IDLA Board of Trustees. These policies and procedures are aligned with iNACOL and Idaho Online Teacher Standards. The essential components of evaluation of IDLA teachers include:*

- Instructional evaluation in each course, aligned to the IDLA Teacher Expectations rubric*
- An annual evaluation, aligned to the Danielson Instructional Framework*
- Completion of an Individualized Professional Learning Plan annually,*
- Consideration of student growth and achievement in each course*

*b. **Evaluator** - Instructional evaluators of IDLA teachers are Idaho-certified administrators who*

have demonstrated proof of proficiency in evaluations as defined by Idaho Board of Education rule and State Statute- *which is presented every 5 years.*

To ensure principals are prepared to successfully facilitate their courses and are clear on IDLA teacher expectations, each are required to complete the following professional development activities:

- Attendance at the annual Summer Conference, (or the approved alternative) which features guest speakers, updates in Idaho Digital Learning policy and procedure, new tools and technology, departmental planning-time, team-building, and distribution of new resources.
- Completion of the Idaho Digital Learning instructional professional development requirements of new teachers and principals.
- Attend (or view the archive within 1 week) all Just In Time trainings during any session in which they are teaching/supervising.

c. **Communication of Results** - Teachers will receive feedback after each walkthrough and will have ongoing communication with their online principal. At the completion of each course, teachers are informed asynchronously of the results of their class evaluation. Near the conclusion of each year, teachers are notified asynchronously of the results of their yearly evaluation.

d. **Personnel Actions** - IDLA teachers are hired as at-will employees. Teachers remaining in good standing will be considered for additional course assignments. Exemplary performance, as determined on a final class evaluation, results in bonus pay for teachers and will receive prioritization for receiving class assignments. Teachers failing to meet minimum teacher expectations may not be considered for future course assignments. IDLA has a 3 step process of support established that is followed when teachers are not meeting minimum expectations. (For detail, see IDLA's PT Teacher Handbook)

e. **Appeal** - In the event there are conflicts and/or complaints pertaining to employment with IDLA, an employee may request to discuss the matter with his or her immediate supervisor. If the conflict and/or complaint involve the immediate supervisor or the matter is not resolved by discussing it with the immediate supervisor, the employee may request to discuss the matter with the Supervision Manager. Appropriate efforts will be made to resolve each conflict and/or concern presented. Teachers that have questions, concerns, or disagreements with instructor performance walk-through evaluations that are conducted by their online principal should always consult the instructor performance rubric first and then contact their principal to communicate and discuss the discrepancy or question. If the matter is unresolved, then the Director of District Services should be contacted to discuss the matter.

f. **Individualizing Teacher Evaluation Rating System**

- i. Unsatisfactory being equal to “1”
- ii. Basic being equal to “2”
- iii. Proficient being equal to “3”
- iv. Distinguished being equal to “4”

g. **A Plan for Including Stakeholders** - The Supervision Team assembles a team (including PT principals, PT teachers and interdepartmental representation) to review and suggest improvements to the evaluation system each spring to reflect changes in best practices in online learning. The Strategic Leadership Team reviews, recommends revisions as needed, and approves all new policies and procedures. The IDLA Board of Directors reviews and provides final approval annually, or as needed.

IDAPA 120.06 Evaluation Policy – Frequency of Evaluation. *The evaluation policy shall include a provision for evaluating all certificated personnel on a fair and consistent basis. All contract personnel shall be evaluated at least once annually no later than June 1 of each year.*

Observations of teachers in each course they are teaching takes place approximately every 14 days. Final Course Evaluations occur at the end of each course taught. Based on the Final Course Evaluation, IDLA pays a per-student bonus for teachers that exceed minimum teaching expectations. End-of-year Instructor Evaluation occurs prior to the end of the academic year.

IDAPA 120.07 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). Local school districts shall report the rankings of individual certificated personnel evaluations to the State Department of Education annually for State and Federal reporting purposes. 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 local school district.*

Evaluations of teachers are housed in the IDLA Student Information System. These records are confidential within the parameters of federal and state regulations regarding the right to privacy. IDLA will report the rankings of individual certificated personnel evaluations to the State Department of Education as per state requirements.

IDAPA 120.08 Evaluation System Approval. *Each school district board of trustees will develop and adopt policies for teacher and pupil personnel certificated performance evaluation in which criteria and procedures for the evaluation are research-based and aligned with the Charlotte Danielson Framework for Teaching Second Edition. By July 1, 2014, an evaluation plan which incorporates all of the above elements shall be submitted to the State Department of Education for approval. Once approved, subsequent changes made in the evaluation system shall be resubmitted for approval.*

Approval indicating full alignment to IDAPA Rule 08.02.02.120 granted 12-13-17 for IDLA's Teacher Evaluation Policy.

PRINCIPAL EVALUATION POLICY

2023-2024

Purpose: To ensure instructional quality with the purpose of maximizing student achievement.

IDAPA 121.01 Standards. *Each district principal evaluation model shall be aligned to state minimum standards based on the Interstate School Leaders Licensure Consortium (ISLLC) standards and include proof of proficiency in conducting teacher evaluations using the state's adopted model, the Charlotte Danielson Framework for Teaching Second Edition. Proof of proficiency in evaluating teacher performance shall be required of all individuals assigned the responsibility for appraising, observing, or evaluating certificated personnel performance. Principal evaluation standards shall additionally address the following domains and components (see Idaho Standards for Effective Principals).*

IDLA principals are evaluated based upon policies and procedures approved by the IDLA Board of Trustees. These standards are based on the Interstate School Leaders Licensure Consortium (ISLLC) standards as adopted by the state of Idaho. The essential components of evaluation of IDLA principals include:

- An assessment of the quality of Instructional evaluation provided to teachers.
- An annual evaluation, aligned to the Interstate School Leaders Licensure Consortium (ISLLC) standards

IDAPA 121.02 Professional Practice. *All principals must receive an evaluation in which a majority of the summative evaluation results are based on Professional Practice. All measures included within the Professional Practice portion of the evaluation must be aligned to the Domains and Components listed in Subsection 121.01.a through 121.01.c. of this rule. As a measure to inform the Professional Practice portion of each evaluation, district evaluation models shall also include at least one (1) of the following: a. Parent/guardian input; b. Teacher input; c. Student input; and/or Portfolios.*

IDLA Principals are evaluated using the following evidence/data:

- Teacher Feedback of principals at end of class
- Completion and review of annual Individual Professional Learning Plan (IPLP)
- Proficiency and fidelity in conducting observations and evaluating effective teacher performance
- Review of communication
- Completion of Professional Development

IDAPA 121.03 Student Achievement. *All administrators must receive an evaluation in which part of the summative evaluation results are based on multiple objective measures of growth in measurable student achievement, as defined in Section 33-1001, Idaho Code. This portion of the evaluation may be calculated using current and/or immediate past year's data and may use one (1) or both years of data. Growth in student achievement may be considered as an optional measure for all other school-based and district-based administrators, as determined by the local board of trustees.*

Student achievement will be measured in each course section and evaluated by a principal. This data will be aggregated and considered in each principal's annual evaluation. Measures will include one or more of the following: pre-post tests, performance-based assessments, end-of-course exams, and/or formative assessments.

IDAPA 121.04 Evaluation Policy – Content. *For evaluations conducted on or after July 1, 2014, local school district policies will include, at a minimum, the following information:*

- a. **Evaluation Criteria** – statements of the criteria upon which administrators will be evaluated.*
- b. **Evaluator** – identification of the individuals responsible for observing or evaluating school-level administrator performance. The individuals assigned this responsibility shall have received training in administrator evaluations based on the statewide framework for evaluations.*
- c. **Personnel Actions** – the action, available to the school district as a result of the evaluation, and the procedures for implementing these actions; e.g., job status change.*
- d. **Appeal** – the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of an evaluation.*
- e. **Individualizing Principal Evaluation Rating System** – a plan for how evaluations will be used to identify proficiency and record growth over time. Districts shall have an individualized principal evaluation rating system with a minimum of three (3) rankings used to differentiate performance of principals including: i. Unsatisfactory being equal to “1”; ii. Basic being equal to “2”; and iii. Proficient being equal to “3”. iv. A fourth evaluation rating of Distinguished, being equal to “4”, may be used in addition to the three (3) minimum rankings...*
- f. **A Plan for including Stakeholders** – a plan for including all stakeholders including, but not limited to, teachers, board members, administrators, and parents in the development and ongoing review of their principal evaluation plan.*

*a. **Evaluation Criteria** – IDLA principals are evaluated based upon policies and procedures approved by the IDLA Board of Trustees. These standards are based on the Interstate School Leaders Licensure Consortium (ISLLC) standards as adopted by the state of Idaho. The essential components of evaluation of IDLA principals include:*

- An assessment of the quality of Instructional evaluation provided to teachers.*

- An annual evaluation, aligned to the Interstate School Leaders Licensure Consortium (ISLLC) standards

*b. **Evaluator*** – Part time principals are evaluated by a member of the IDLA Supervision Team who has demonstrated proof of proficiency in evaluations as defined by Idaho Board of Education rule and State Statute.

To ensure that principals are prepared to successfully facilitate their courses, each are required to complete the following professional development activities:

- Attendance at the annual Summer Conference, (or the approved alternative) which features guest speakers, updates in Idaho Digital Learning policy and procedure, new tools and technology, departmental planning-time, team-building, and distribution of new resources.
- Attendance at PT Principal meetings and/or training sessions.
- Completion of the Idaho Digital Learning instructional professional development requirements of new teachers and principals.
- Attend (or view the archive within 1 week) all Just In Time trainings during any session in which they are teaching/supervising and attend (or view the archive within 1 week) principal meetings or trainings.

Based upon data collected from the teacher's evaluation surveys of principals, evaluation reviews, data reports available from the Learning Management System in use, and the Student Information System, professional development opportunities for IDLA principals are designed and made available.

*c. **Personnel Actions*** – IDLA principals are hired as at-will employees. Principals remaining in good standing will be considered for additional evaluation assignments. Principals failing to meet minimum expectations may not be considered for future evaluation assignments. IDLA has a process of support that is followed when principals are not meeting minimum expectations.

*d. **Appeal*** – In the event there are conflicts and/or complaints pertaining to employment with IDLA, an employee may request to discuss the matter with his or her immediate supervisor. If the conflict and/or complaint involve the immediate supervisor or the matter is not resolved by discussing it with the immediate supervisor, the employee may request to discuss the matter with the Supervision Manager. Appropriate efforts will be made to resolve each conflict and/or concern presented. If the conflict and/or complaint is still not resolved, the Director of District Services may be contacted.

When a principal is not meeting minimum expectations, the following opportunities for remediation are provided to the teacher:

- Reference to instructional and evaluation expectation documents, past professional development events, and Just in Time training sessions
- Support from their Lead Principal
- Support from the Supervision Manager
- Support from the Director of District Services

e. Individualizing Principal Evaluation Rating System –

- i. Unsatisfactory being equal to “1”
- ii. Basic being equal to “2”
- iii. Proficient being equal to “3”
- iv. Distinguished being equal to “4”

f. A Plan for including Stakeholders – The Supervision team assembles a team (including PT principals & PT teachers) to review and suggests improvements to the evaluation system each spring to reflect changes in best practices in online learning. The Strategic Leadership Team reviews, revises as needed, and approves all new policies and procedures. The IDLA Board of Directors reviews and provides final approval annually, or as needed.

IDAPA 121.05 Evaluation Policy – Frequency of Evaluation. *The evaluation policy should include a provision for evaluating all administrators on a fair and consistent basis. All administrators shall be evaluated at least once annually no later than June 1 of each year.*

By April 1 of each year, a draft of principal evaluations will be made available to PT principals. Final evaluations occur prior to June 1 of each year.

IDAPA 121.06 Evaluation Policy – Personnel Records. *Permanent records of each principal 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). Local school districts shall report the rankings of individual certificated personnel evaluations to the State Department of Education annually for State and Federal reporting purposes. 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 in accordance with the approved policies of the Idaho State Board of Education Data Management Council.*

Evaluations of principals are housed in the IDLA Student Information System. These records are confidential within the parameters of federal and state regulations regarding the right to privacy. IDLA will report the rankings of individual certificated personnel evaluations to the State Department of Education as per state requirements.

IDAPA 121.07 Evaluation System Approval. *Each school district board of trustees will develop and adopt policies for principal performance evaluation in which criteria and procedures for the evaluation are research-based and aligned with state standards. By July 1, 2014, an evaluation plan which incorporates all of the above elements shall be submitted to the State Department of Education for approval. Once approved, subsequent changes made in the evaluation system shall be resubmitted for approval.*

Approval indicating full alignment to IDAPA Rule 08.02.02.120 granted 12-13-17 for IDLA's Teacher Evaluation Policy.