



# Certified Staff Evaluation Handbook

**Effective July 1, 2019**

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## Purpose

The Fairbanks North Star Borough School District aims to employ and develop the best-qualified educators to maintain high standards and support professional growth. Evaluations will provide feedback and assistance to educators and determine their performance against district standards. The district prioritizes the professional development of its educators to enhance student achievement. The evaluation process is designed to facilitate coaching discussions between educators and evaluators, aimed at driving professional growth using the Danielson Framework for Teaching.

## Evaluation Training

### Evaluators

Per [AS 14.20.149. Employee Evaluation](#), an individual cannot conduct an evaluation under this section unless the individual holds a Type B certificate or is a site administrator under the supervision of someone with a Type B certificate, is employed by the school district as an administrator, and has completed training in the use of the school district's educator evaluation system.

Per [4 AAC 19.060. Evaluation training](#), *a district's evaluation training must include training that provides an assurance of inter-rater reliability.* FNSBSD uses the Danielson Framework for Teaching as the foundation for the educator evaluation system and provides local training through the Teaching & Learning Department to new and returning evaluators. No administrator, evaluator, or other supervisory personnel may evaluate an educator without having completed the evaluation training.

New evaluators must complete evaluation training within 60 calendar days from the start of the contract. Annual calibration and process training are required to maintain inter-rater reliability.

- **New Evaluator Training** - 8 hours of initial training for all new evaluators
  - Must be completed within 60 calendar days from the start of the contract
  - Evaluator training must be completed before an evaluator may finalize an evaluation
  - HR and T&L will maintain a list of completions for initial evaluation training
- **Evaluation Process & Calibration Training** - 8 hours of training annually throughout the year for all new and returning evaluators
  - Training may be divided up into shorter segments to align with scheduled evaluator meetings and supervisor training.

## Educators

[AS 14.20.149\(d\)](#) A school district shall offer in-service training to the certificated employees who are subject to the evaluation system on a schedule adopted by the governing body of a school district. The training must address the procedures of the evaluation system, the standards that the district uses in evaluating the performance of educators and administrators, and other information the district considers helpful.

## Training Procedures

New educators will undergo thorough training at the start of the school year. The training will include instruction on how to access the evaluation system, an overview of the [Danielson Framework](#), as well as timelines and expectations. Educators will be provided with guidance on how to seek support and assistance for their evaluation process.

All educators are required to attend refresher training every four years during the August professional development days. This training will be delivered by evaluators/supervisors with support from Teaching & Learning and Human Resources.

## Types of Evaluations

### Standard

Non-Tenured

Tenured

### Danielson Domain Focus (DDF)

### Distinguished Evaluation

### Supplementary Domain Rubrics

Type M Certificates (JROTC, CEC, Alaska Native Language, etc)

Other Specialists (counselor, speech pathologist, physical therapist, etc.)

## Teacher Evaluation System at a Glance

FNSBSD Teacher Evaluation System Chart				
Updated July 2024				
NON-TENURED EVALUATION	TENURED EVALUATION		PROFESSIONAL GROWTH PLAN	PLAN OF IMPROVEMENT
<b>Purpose:</b> To support educators new to the district or new to the profession in achieving the performance standards of the district.	<b>Purpose:</b> To provide tenured educators with a structured, supportive, and collaborative environment for enhancing their ongoing personal and professional growth ensuring that all staff continue to meet the standards of professional practice.		<b>Professional Growth Plan (PGP)</b> is non-disciplinary plan of action to provide structure, support, and guidance toward meeting standards for professional practice.	<b>A Plan of Improvement</b> is implemented to provide organizational support and assistance to educators who are not meeting the standards for professional practice.
<b>Standard Evaluation Process</b> For educators who are new to the District. Follows the standard process and includes at least one formal and one informal observation.	<b>Danielson Domain Focus Goal-Setting Evaluation</b> For tenured educators who have been rated proficient or distinguished on a Standard Evaluation the previous year and for tenured educators in their first tenured year.	<b>Distinguished Evaluation</b> For tenured educators who have been rated distinguished on a Standard Evaluation the previous year.	<b>A PGP may be implemented:</b> <ul style="list-style-type: none"><li>At any point during the school year.</li><li>If any component is rated basic or unsatisfactory after a formal observation.</li><li>If any overall domain rating is basic on the Final Evaluation Summary.</li><li>A PGP will be implemented if the overall Final Evaluation Summary rating is basic.</li><li>If an educator is moved from a DDF to a Standard Evaluation.</li></ul>	<b>A PGP may be implemented at any time during the year if any component is rated unsatisfactory after a formal observation.</b> <b>A PGP will be implemented:</b> <ul style="list-style-type: none"><li>At any time of the year if a PGP is not successfully completed.</li><li>If any overall domain rating on the Final Evaluation Summary is unsatisfactory.</li><li>If the overall Final Evaluation Summary rating is unsatisfactory.</li></ul>
<ul style="list-style-type: none"><li><b>Training:</b> Emphasis on the importance of conversations, trust, honest reflections, and all domains of the evaluation tool. Required for all AS 14.20.149.</li><li><b>Self-Reflection:</b> This is an optional form that may be used to show evidence for the goal to be used at the discretion of the evaluator.</li><li><b>Informal Observations:</b> Minimum of 1 observation.</li><li><b>Pre-Conference:</b> Address the upcoming formal observation and must be directed by guiding questions.</li><li><b>Formal Observation:</b> This must be scheduled in advance. Minimum of 2 observations for non-tenured (one each semester) and one for tenured.</li><li><b>Post-Conference:</b> Must be completed within 10 days unless a domain is rated Unsatisfactory then it must be completed within 5 days. Focus: conversation/reflection on the lesson observed.</li><li><b>Evidence for Domains 1 and 4:</b> Evidence artifacts must be submitted to show proficiency within these domains.</li><li><b>Evaluation Summary Conference:</b> Discuss evidence gathered over the school year indicating the educator's level of proficiency.</li></ul>	<ul style="list-style-type: none"><li>The educator meets with the administrator to establish a goal for the upcoming year. The goal should be based on an area of domain growth as determined from the previous year's evaluation.</li><li>An educator can be moved to Standard Eval by 1/3 if areas of concern are identified.</li><li>Summary review at the end of the year.</li></ul>	<ul style="list-style-type: none"><li>An educator on a Distinguished Evaluation will participate in leadership opportunities within the building to be determined jointly by the administrator and the educator.</li><li>An educator may remain on the Distinguished Evaluation for a second consecutive year, which may be a 3-step evaluation with no documentation requirement.</li><li>All educators must be on a standard evaluation every third year.</li></ul>	<ul style="list-style-type: none"><li>A PGP will be focused on the Domain Component(s) for which the rating of basic or unsatisfactory was received.</li><li>Contains goal statement(s) in terms of the performance outcomes.</li><li>List strategies for the educator to utilize.</li><li>Include a narrative statement that states if the goal(s) was achieved.</li><li>The PGP will be in effect for twenty (20) to 90) workdays.</li></ul>	<ul style="list-style-type: none"><li>Non-Tenured Teachers: A PGP will be in place between 30 and 60 days. Tenured Teachers: A PGP will be in place between 90 and 180 days, continuing into the next school if necessary.</li><li>Teachers not meeting the requirements of a PGP can be recommended to the Executive Director of Human Resources for non-tenure (AS 14.20.175) or dismissal (AS 14.20.170(a)).</li><li>An educator who was on or is still on a PGP will continue on a Standard Evaluation for the following school year and follow the standard evaluation process for the remainder of the school year.</li></ul>
<b>For Non-Tenured Teachers:</b> During their first year as a non-tenured educator.	<b>For Tenured Teachers who:</b> <ul style="list-style-type: none"><li>Are designated by the administrator to stay on a Standard Eval</li><li>Who completed a PGP the previous year</li><li>Had a significant change in assignment or location</li></ul>	<b>Tenured educators may continue on the DDF for a second year.</b> <ul style="list-style-type: none"><li>After two consecutive years on DDF, educators must return to Standard Evaluation.</li></ul>	<b>Tenured educators may remain on the Distinguished Evaluation for a second year.</b> <ul style="list-style-type: none"><li>After two consecutive years on Distinguished, educators must return to Standard Evaluation.</li></ul>	<b>If the PGP is successfully completed, an educator returns to prior status. If unsuccessful, the educator proceeds to a PGP. If the PGP is incomplete it can be continued the following year at the discretion of the principal.</b>

# General Administrative Guidelines and Process for Evaluations

## Guidelines

1. The Board of Education has charged the superintendent with the responsibility of implementing and maintaining the evaluation process, which complies with state law (AS 14.20.149) and the negotiated agreement (Article 409).
2. The district will provide an annual evaluation of each certified educator by an evaluator not in the educator's bargaining unit or by a site administrator supervised by a person who holds a type B certificate who is not in the educator's bargaining unit. (AS 14.20.149.7 (c) (h))
3. The evaluation will be completed using the district's adopted electronic evaluation system.
4. Observations and information gathered about educators across their workplace may be considered during the educators' evaluation. The evaluation may include information gathered by the evaluator through informal observations or feedback from community members, parents, students, and staff about an educator's performance and professionalism in the workplace. **To be included or referenced as part of the evaluation, information must be shared with the educator within 10 workdays, along with the source of the input.** Copies of written input must be provided to the educator.
5. Throughout the evaluation process, the educator has the opportunity to provide additional evidence, documentation, or information that demonstrates their professionalism and educational strengths. To be fully considered by the evaluator, educators should provide evidence of their strengths during the evaluation process through the electronic evaluation system. Educators can comment on any portion of the evaluation via the comment section on each electronic form.
6. As part of the final evaluation process, educators will be given up to five (5) workdays to comment on their evaluation before finalization. It is the evaluator's discretion whether these comments will affect the outcome of the final evaluation.
7. It is a violation of the district's policies and State statutes for any person to be harassed or threatened because of statements made on an evaluation or in a response statement.
8. The district understands the importance of the prescribed timelines but also recognizes that exceptions may occur due to extenuating circumstances such as medical leave, late hiring, etc. Exceptions, including any change to the evaluation timeline, should be discussed and agreed upon with the employee and put into writing. **A minimum of one observation is required for an evaluation.** Changes to the evaluation timeline or failure for the evaluator to adhere to the evaluation process, may not result in any substantive harm to an educator's evaluation or infringe upon their due process rights.
9. Upon request, educators have the right to a supplemental evaluation by another district administrator designated by the superintendent.

## Standard Evaluation

Unless specifically stated, all forms will be assigned, submitted, acknowledged, and finalized within the current electronic evaluation management system.

### Standard Evaluation Process & Timelines

1. A Philosophy of Education should be submitted annually, by **September 15**,
  - a. An evaluator has the option to request an update to an educator's philosophy when a significant change has occurred to the type of position the educator is holding. *For example, if an educator moves from a secondary school setting to an elementary school, or from a classroom setting to a specialist position.*
2. Formal Observation
  - a. A pre-observation meeting is required before a formal observation.
  - b. The educator and evaluator must agree on the date and time of the observation during the pre-observation conference.
  - c. Principals may utilize pre-observation questions at their discretion to guide discussion.
  - d. A Formal Observation must be a minimum of 20 minutes and may last up to a class period or the duration of one lesson.
  - e. Minimum of one (1) Formal Observation per year for **tenured** certified staff
  - f. Minimum of two (2) Formal Observations per year for **non-tenured** certified staff
    - i. One observation, formal or informal, must occur on or before **October 15th** for **first-year, non-tenured** certificated staff.
3. Formal Observation Post-Conference:
  - a. A post-conference meeting to review and discuss the observation with the administrator will be scheduled within ten (10) workdays of the formal observation date.
  - b. Educators may bring additional evidence that supports the lesson observed to share with the evaluator.
  - c. The educator may provide additional evidence within five (5) workdays following the post-observation conference to address any component not readily observed during the observation process.
  - d. The evaluator may consider implementing a Professional Growth Plan (PGP) if any component is rated **Basic** or **Unsatisfactory** as detailed in the [Professional Growth Plan](#) segment of this document.
4. Informal Observations
  - a. At least one (1) informal observation for both tenured and non-tenured certified staff
  - b. Typically, an informal observation should be no more than 20 minutes.
  - c. Informal observations do not need to be pre-planned or scheduled with the certified staff and may take place during non-instructional educational settings such as an IEP meeting, parent/educator conference, PLC, or SST.



5. Evidence of Domains 1 and 4
  - a. Non-Tenured - Due **January 31**
  - b. Tenured - Due **March 30**
  - c. Evidence will be referenced during the evaluation and final rating process. If any component in Domains 1 and 4 is rated unsatisfactory or distinguished, a reference to the evidence must be included to support the rating.
6. Final Evaluation Summary
  - a. Non-Tenured Evaluation Summary and Final Evaluation Conference must happen no later than **February 15th**.
    - i. Educators have an additional 5 (five) workdays to submit written comments and acknowledge the Final Evaluation Summary in the electronic evaluation system.
    - ii. All non-tenured evaluation acknowledgments must be finalized and submitted by the evaluator by **March 1st**.
  - b. Tenured Evaluation Summary and Final Evaluation Conference must happen no later than **April 20th**.
    - i. Educators have an additional 5 (five) workdays to submit written comments and acknowledge the Final Evaluation Summary in the electronic evaluation system.
    - ii. All tenured evaluation acknowledgments must be finalized and submitted by the evaluator by **May 1st**.

## Standard Evaluation Timeline

### Non-Tenured Educator

- Philosophy of Education due by **September 15th**.
- Required observations:
  - For 1st year non-tenured educators, an observation must occur by **October 15th**.
  - Two (2) Formal observations per year, followed by post-observation conferences within ten (10) workdays of formal observation date.
  - One(1) Informal observation per year.
- Review of Evidence for Domains 1 and 4 by **January 31st**
- Final Evaluation Summary and Evaluation Conference by **February 15th**.
- All non-tenured evaluations finalized and submitted by **March 1st**.

### Tenured Educator

- Philosophy of Education due by **September 15th** - if not already on file.
- Required observations:
  - One (1) Formal observation per year, followed by post-observation conferences within ten (10) workdays of formal observation date.
  - One (1) Informal observation per year.
- Review of Evidence for Domains 1 and 4 by **March 30th**
- Final Evaluation Summary and Evaluation Conference by **April 20th**
- All tenured evaluations finalized and submitted by **May 1st**

## Evaluation Cycle

1. Non-tenured educators will be evaluated with the Non-Tenured Standard Evaluation their first three years, or until they gain tenure with the district.
2. The first year an educator is tenured they shall be evaluated with the Standard Evaluation unless recommended to be evaluated on the Danielson Domain Focus by their evaluator based on a proficient or a distinguished rating the previous evaluation cycle.
3. Once on a Danielson Domain Focus evaluation, the educator may remain on it for up to two years.
  - a. Tenured educators, previously rated as Distinguished on a Tenured Standard Evaluation, may be evaluated with the Distinguished Rating Form.
  - b. The schedule of Standard, Danielson Domain Focus, and when applicable the Distinguished Rating Form should include at least one Standard Evaluation every three (3) years.

## Final Evaluation Summary Form and Conference

1. The evaluation must encompass the entire educational environment, with an emphasis on instruction. Evaluators are allowed to conduct more observations than the minimum number required. They may also conduct additional informal observations in various instructional and non-instructional settings.
2. To evaluate Danielson's Domains 1 and 4, the educator will present evidence to demonstrate proficiency in their practice. **If any component in Domains 1 and 4 is rated unsatisfactory or distinguished, a reference to the evidence must be included to support the rating.**
3. Educators will submit their evidence electronically using the district's adopted electronic evaluation system. Evidence provided should be derived from activities during the current school year or in the case of professional development activities the summer before the school year.
  - a. For evidence to be considered, it must be received by January 31st for non-tenured educators and by March 30th for tenured educators. However, an evaluator may request the forms to be turned in earlier.
  - b. Evaluators have the freedom to decide how much evidence they need, but it is recommended that educators provide at least one strong piece of evidence or an artifact for each Domain 1 and 4, along with a brief explanation of how it is relevant to the components. Evidence may cover multiple components, and can be shared anecdotally during evaluation meetings.
  - c. The evaluator has the discretion to make the final decision on what the evidence covers and how it is rated.
4. Following the evaluation process (pre-conference, observation, artifacts, etc.), the evaluator will review all available evidence for the educator. Based on the evidence collected throughout the year, the evaluator will assign a score for each component. (See [Domain Rating Matrix](#))
5. Following the Final Evaluation Summary Conference, educators have five (5) workdays to provide an optional written response and electronically acknowledge the Final Evaluation Summary Form.



## Domain Rating Guidance

### Process

The evaluator will follow the process below to complete the Final Evaluation Summary Form, determine the level of support the educator will require, and decide on the evaluation tool for the following year.

Gather and assess evidence and observations for each component:

- At the end of the observation cycle, the evaluator will assess all the evidence available for a given educator to determine the ratings for each of the [13 components using The Danielson Framework for Teaching](#).
- The evaluator should use all evidence collected, including documentation from formal and informal observations, conferencing, and any additional evidence deemed necessary. Component ratings shall be based on the criterion within the rubric using the evidence collected throughout the year.

### Domain Rating Matrix

The matrix guides rating and Levels of Support for certified staff. A rating will be assigned based on a preponderance of evidence directly related to the specific component or domain.

Component Ratings to Domain Rating	
Half of the <b>components</b> rated <i>Distinguished</i> with remaining <b>components</b> rated no lower than <i>Proficient</i>	<b>Distinguished</b>
No more than one <b>component</b> rated <i>Basic</i> with the remaining <b>components</b> rated <i>Proficient</i> or <i>Distinguished</i>	<b>Proficient</b>
No <i>Unsatisfactory</i> <b>components</b> and two or more <i>Basic</i> <b>components</b>	<b>Basic</b>
Any one <b>component</b> rated <i>Unsatisfactory</i>	<b>Unsatisfactory</b>

Domain Ratings to Overall Rating	
At least half the <b>domains</b> <i>Distinguished</i> with the remaining domains no lower than <i>Proficient</i> (No <i>Basic</i> ratings on any <b>components</b> )	<b>Distinguished</b>
No more than one <b>domain</b> rated <i>Basic</i> with the remaining <b>domains</b> rated <i>Proficient</i> or <i>Distinguished</i>	<b>Proficient</b>
No <i>Unsatisfactory</i> <b>domains</b> and two or more <i>Basic</i> <b>domains</b>	<b>Basic</b>
Any one <b>domain</b> rated <i>Unsatisfactory</i>	<b>Unsatisfactory</b>

Overall Rating to Level of Support	
<b>Distinguished</b>	<i>Distinguished Evaluation Form</i>
<b>Proficient</b>	<i>DDF</i>
<b>Basic</b>	<i>PGP</i>
<b>Unsatisfactory</b>	<i>POI</i>

## Levels of Performance

The descriptions for Unsatisfactory, Basic, Proficient, and Distinguished levels are based on Charlotte Danielson's "*Enhancing Professional Practice: A Framework for Teaching*," pages 39 - 41.

**Unsatisfactory:** Educators at this level do not fully understand the underlying concepts and may display practices that fall below licensing standards, such as treating students with sarcasm or shutting down learning. Intervening is necessary when a supervisor encounters performance at this level.

**Basic:** Educators at this level have a basic understanding of the concepts but struggle with consistent implementation. This level is common for student educators or new educators. It is expected that not everything will go according to plan, especially when trying something new. Improvement is likely to occur with experience, and no actual harm is being done to students. Mentoring or coaching can support improvement in a supportive environment.

**Proficient:** Educators at this level thoroughly understand the concepts and implement them well. They are experienced professionals, adept at handling various aspects of teaching, and constantly working to improve their practice.

**Distinguished:** Educators at this level are considered master educators who make significant contributions to the field. Their classrooms operate at a significantly higher level, creating a community of highly motivated and engaged learners. Achieving this level remains a goal for all educators, though it may be challenging in certain circumstances.

## Levels of Support

Use the following guidelines when establishing the levels of support:

**Distinguished Rating:** Tenured educators who receive an overall rating of Distinguished may be placed on the Distinguished Rating Evaluation Form for the following year.

**Proficient Rating:** Tenured educators who receive an overall rating of Proficient may be placed on the Danielson Domain Focus or standard evaluation for the following school year.

**Unsatisfactory or Basic Rating:**

**Early Career Educators (ECE):**

**Basic Rating:** When an ECE's overall rating performance is Basic, the evaluator may place the ECE on a [Plan of Improvement](#) (POI). It is recognized that ECEs will likely have component ratings of Basic as they start developing their skills. Evaluators should provide additional layers of support for ECE, which may include a [Professional Growth Plan](#) (PGP).

**Unsatisfactory Rating:** When an ECE's overall performance is unsatisfactory, the evaluator **must begin** a Plan of Improvement.

**Tenured educators:**

**Basic Rating:** When a tenured educator's overall rating performance is Basic, the evaluator may place a tenured educator on a [Plan of Improvement](#) (POI).

**Unsatisfactory Rating:** When a tenured educator's overall performance is unsatisfactory, the evaluator **must begin** a Plan of Improvement (POI)

## Danielson Domain Focus Evaluation

### Process and Timeline for Danielson Domain Focus Evaluation

The Danielson Domain Focus (DDF) Evaluation Instrument is for Proficient and Distinguished tenured educators to focus on components in one Domain for one to two years to enhance proficiency within the Danielson Framework. The educator must submit a proposal identifying a focus domain and how the goal and supporting objectives will improve instruction and facilitate learning.

The educator must submit the DDF goal proposal by September 15th, which must be approved by the evaluator by October 1st. Educators who successfully complete the DDF, may continue on the DDF for a second year, before returning to the Standard Evaluation every third year. The detailed process is as follows:

1. Tenured Proficient or Distinguished educators may be evaluated on the Danielson Domain Focus (DDF) the following year at the discretion of the evaluator.
2. The educator will identify a focus domain and develop goals that will improve their instruction.
3. **DDF proposals must be submitted by September 15th.**
4. The evaluator and the educator shall discuss the proposed goals, which must be approved by the evaluator no later than October 1<sup>st</sup>.
5. During the year, if there is a concern with progress toward the goals, the evaluator and educator will meet to discuss the area(s) of concern.
  - a. Depending on the concern, the evaluator may move the educator to the Standard evaluation. Any change to the evaluation instrument must be done by **January 31<sup>st</sup>**.
  - b. It becomes the evaluators' responsibility to transfer all DDF documents to the Standard evaluation in the Electronic Evaluation System.
  - c. [Standard evaluation timelines](#) will be followed for the remainder of the evaluation cycle.
  - d. Educators moved from a DDF to a Standard will be placed on a [Professional Growth Plan](#).
6. **One informal observation is required for educators on the DDF Instrument.**
7. Educators must submit the EOY Final Goal Evaluation form by **April 20th**.
  - a. **Evaluators will schedule a final goal review meeting no later than May 1st.**
  - b. A period of five (5) workdays shall be allowed for optional written response by the educator and electronic acknowledgment of the form.
8. Educators who successfully complete the DDF may continue on the DDF for a second year, before returning to the Standard Evaluation every third year.

### Danielson Domain Focus Timeline

- Philosophy of Education due by **September 15th** - if not already on file.
- Beginning of the Year (BOY) Goal
  - DDF Beginning of the Year (BOY) Goal Setting Form - Due by **September 15th**
  - DDF Beginning of the Year (BOY) Goal Setting and Review Meeting - Due **October 1st**
- Move to Standard Evaluation by January 31 if areas of concern are identified
- End of Year (EOY) Final Goal Evaluation
  - DDF End of Year Final Goal Evaluation Form - Due **April 20th**
  - DDF End of Year Final Review Meeting - Due **May 1.**

## Distinguished Evaluation

[AS 14.20.149. Employee Evaluation](#) (b (4)) *permits the district to limit its evaluations of tenured educators who have consistently exceeded the district performance standards to one evaluation every two school years.* FNSBSD defines **exceeding district performance standards** as those educators who are rated distinguished on the standard evaluation based on a preponderance of evidence on the components of each domain.

**Tenured educators** who receive a **Distinguished** rating on the Standard Evaluation will be placed, at the discretion of the administrator, on a Distinguished Evaluation form for the following year. An educator on a **Distinguished Evaluation** will participate in leadership opportunities within the building to be determined jointly by the administrator and the educator. The form is due October 1.

**Non-tenured educators** who receive a **Distinguished** rating in their third year with the District will be placed on a DDF evaluation cycle.

## Supplementary Domain Rubrics

### Type M Certificates

Type M certificates (CTE, JROTC, Alaska Native Language, etc.) are district-sponsored and requested on behalf of an individual providing specialized instruction who does not meet the certification requirements of a teaching certificate and is eligible to acquire tenure under 4 AAC 12.300. Districts may create specialized annual evaluations that better evaluate Type M staff, per AS 14.20.149(b)(2). Therefore, the FNSBSD will use the Danielson evaluation system and the following format for Type-M certified staff:

1. For their first three years of employment, they will follow the standard non-tenured evaluation cycle.
2. Beginning their fourth year of employment, Type M and JROTC instructors will begin following the evaluation cycle:
  - a. Danielson Domain Focus (DDF) - see criteria in the DDF section of this handbook
  - b. Standard Evaluation
    - i. While on the Standard Evaluation, Type M and JROTC must have two formal observations, one each semester, and one informal observation.
    - ii. Timeline due dates will follow the same schedule as a tenured educator on the standard evaluation.
3. JROTC instructors will be evaluated per the JROTC contract in addition to the FNSBSD educator evaluation system.

## Other Specialists

Evaluators are encouraged to reference these supplementary domain rubrics during the evaluation and final scoring process for the educational specialist to which these apply.

[School Counselor Rubric](#)

[Instructional Specialist Rubric](#)

[School Librarian Rubric](#)

[School Psychologist Rubric](#)

[Speech and Language Pathologists](#)

## Evaluation Process for Educators on FMLA/AFLA

Employees on FMLA leave cannot be negatively affected in their performance evaluation. The evaluator should select an evaluation tool that will not have an adverse, negative impact on the educator's performance. Each FMLA situation is unique, depending on when the leave is taken and the duration of the FMLA. Evaluators should discuss the evaluation plan for the year with the educator as soon as possible.

If an educator will be on FMLA for two or more quarters, they should be assigned a standard evaluation, as the evaluation process is designed to be completed over the school year.

In cases where an educator will be out of school for an extended period at the end of the year and the evaluation cannot be completed due to circumstances beyond the control of the educator or the evaluator, the evaluation will be marked as "incomplete." The educator will then be placed on a standard evaluation for the following year.

## Professional Growth Plan (PGP)

Professional Growth Plans (PGPs) are non-disciplinary plans of action to provide structure, support, and guidance toward meeting standards for professional practice. An educator may receive support through a PGP if any component or domain is rated **Basic** \* after an observation has been conducted, or the overall domain rating is Basic on the Final Evaluation Summary. A PGP may be implemented at any time during the school year and continue into the next school year if necessary.

**\* Justification for a tentative rating of Basic may be documented with a memo to initiate a PGP.**

- A PGP **may** be implemented at any time during the year if any component is rated *Basic* or *Unsatisfactory* after an observation.
- A PGP **may** be implemented if any overall domain rating is *Basic* on the Final Evaluation Summary.
- A PGP **will** be implemented if an educator is moved from a DDF to a Standard Evaluation.
- A PGP **will** be implemented if the overall Final Evaluation Summary rating is *Basic*.

A PGP should:

- Be focused on the Domain/Component(s) for which the rating of basic or unsatisfactory was received.
- Be developed cooperatively between the evaluator and the educator.
- Contain goal statements in terms of the performance outcomes.
- List strategies and/or resources for the educator to utilize.
- Itemize the source of data, proof, or evidence to show the educator is or is not meeting the goal.
- Include a summation statement that states if the goal(s) was achieved.
- Be electronically signed by the administrator and educator upon creation/implementation and at the conclusion of the plan.

A PGP should be planned for no less than twenty (20) and no more than ninety (90) workdays.

The educator may confer with a Fairbanks Education Association (FEA) representative.

If the educator does not display sufficient growth on the PGP, the educator will be placed on a [Plan of Improvement \(POI\)](#).

Educators on a PGP at the end of the school year, will continue on the plan the following school year. Educators must remain on a standard evaluation the following school year and follow the standard evaluation process for the remainder of the school year. If an educator is involuntarily transferred or reassigned, the PGP will follow the educator.

## Plan of Improvement (POI)

The purpose of a Plan of Improvement (POI) is to provide organizational support and assistance to educators who are not currently meeting the standards for professional practice. This is an intensive evaluation period that focuses on components and/or elements from any domain that are in the **unsatisfactory** performance range or that have remained **basic** after the implementation of a PGP. This plan should include components from the PGP, if a PGP was implemented, and any additional areas of concern.

- A POI **may** be implemented at any time during the year if any component is rated *Unsatisfactory* after an observation.
  - A POI **will** be implemented at any time of the year if a PGP is not successfully completed.
  - A POI **will** be implemented if any overall domain rating is *Unsatisfactory* on the Final Evaluation Summary.
  - A POI **will** be implemented if the overall Final Evaluation Summary rating is *Unsatisfactory*.
1. The Plan of Improvement will include:
    - a. the component(s) within the Domain(s), which indicate the educator is unsatisfactory or basic;
    - b. measurable objectives to address the deficiency;
    - c. a description of how the achievement of objectives will be measured;
    - d. a timeline for review of progress;
    - e. any resources suggested;
    - f. any assistance to be provided to the educator by the district (if an educator requests release time and/or the assistance of another educator in working on the Plan of Improvement, the proposal and person assisting must be specifically approved by the evaluator or supervisor); and
    - g. a timeline indicating when the POI begins and when it ends.
  2. The evaluator and the educator will work cooperatively in developing a formal Plan of Improvement. The educator may have an Association representative and the evaluator may have a district representative present when developing the Plan of Improvement and during scheduled progress meetings that are part of the plan.
  3. Following this meeting, the evaluator will make any clarifications, needed revisions, and/or additions to the Plan of Improvement so objectives and expected practices are established that will address the Basic and Unsatisfactory component(s). The final copy of the Plan of Improvement will be signed by the educator and the evaluator and maintained in the personnel file.
  4. The Association representative may confer with the educator before and after the meeting and clarify any questions the educator may have. Except in extenuating circumstances, the Association representative will not be a member of the same building as the educator on the Plan of Improvement.
  5. At least two (2) observations, one of which must be a formal observation, are required during a Plan of Improvement.



6. Regularly scheduled meetings to review an educator's progress while on a Plan of Improvement are required and will be tentatively scheduled before the plan is finalized. The parties agree the scheduling of the Association representative will not unreasonably delay the scheduling of the progress meeting.
7. The evaluator or supervisor will provide a written summary of each meeting held to the educator to review the educator's progress.
8. A formal Plan of Improvement for a **non-tenured educator** will last a minimum of thirty (30) and no more than sixty (60) workdays. The duration of the Plan of Improvement shall be determined by the evaluator or supervisor.
  - a. If a non-tenured educator does not bring the overall rating to Proficient at the end of the Plan of Improvement, the evaluator or supervisor may recommend to the Executive Director of Human Resources that the educator be non-retained or terminated.
9. A formal Plan of Improvement for a **tenured educator** will not last less than ninety (90) workdays unless the minimum time is shortened by an agreement between the evaluator or supervisor and the educator per AS 14.20.175. A formal Plan of Improvement will not last for more than one hundred eighty (180) workdays.
  - a. If a tenured educator does not meet the requirements of the Plan of Improvement, the evaluator may recommend to the Executive Director of Human Resources that the educator be non-retained (AS 14.20.175) or dismissed (AS 14.20.170(a)(1)). If the Executive Director of Human Resources determines that non-retention or termination is warranted, the educator will be given a written notice of nonrenewal or termination of the teaching contract to be delivered following Article 406 Notification of Non-employment of the negotiated agreement.
10. Tenured educators on a POI at the end of the school year, will continue on the plan the following school year. Educators must remain on a standard evaluation the following school year and follow the standard evaluation process for the remainder of the school year.
11. If an educator is involuntarily transferred or reassigned, the POI will follow the educator.  
**Educators on a POI may not voluntarily transfer per FEA Article 400, III, A2.**

## Glossary

**Component:** The 3 to 4 items within each of the four Danielson Domains that define a distinct aspect within each domain; such as establishing a culture of learning and communicating with families.

**Domain:** One of four categories identified in the Danielson Framework for Teaching used to assess educator performance: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.

**Domain Focus Goal:** A goal developed by the educator as part of the Danielson Domain Focus Evaluation Instrument procedure and approved by the evaluator or supervisor. The goal must be based on state performance and content standards per 4 AAC 04.200 and must be appropriate for the individual educator. The goals should have a direct impact on the improvement of the school/classroom learning environment.

**Early Career Educators (ECE):** Early career educators (ECEs) are those educators who are in their first or second year of teaching but also include educators on an Emergency Certification and educators working outside of their original certification. These educators are typically still learning their craft and will benefit from a supportive environment. Having the opportunity to be mentored, in addition to observing classrooms of other educators will enable the educator to move towards proficiencies.

**Evidence:** Used by an educator to demonstrate completion of a specific component such as unit/lesson plans, educator newsletters, and student assessments.

**Standard Evaluation Summary:** The final document produced after a series of conferences, observations, and the collection of evidence is completed. This document indicates an educator's overall performance for the school year.

**Formal Observation:** A formal observation must be pre-scheduled between the educator and evaluator, and be a minimum of 20 minutes and up to a full class period in length. Before the formal observation, the evaluator or supervisor should discuss the upcoming observation and, together with the educator, identify the evaluation standards and indicators of performance that will be addressed during the lesson. They should also discuss the instructional goals and strategies the educator has identified in their lesson plans.

**Non-tenured:** An educator who has not yet attained tenure in the district, under AS 14.20.150.

**Non-retention:** The district's nonrenewal of an educator's contract for the following school year under AS 14.20.175.

**Teacher:** An employee required to hold a certificate who has primary responsibility to plan, instruct, and evaluate the learning of elementary or secondary school students in the classroom or an equivalent setting and also includes individuals holding other positions as determined by department regulation. AS 14.20.215 and 4AAC 12.900 1 and 2.

**Tenured:** An educator who has attained tenure in the district, under AS 14.20.150.

## Resources

- [Charlotte Danielson's Framework for Teaching](#)
- [Introduction to the Framework for Teaching](#) - Facilitation Guide
- [Danielson's Framework for Teaching Rubric Videos](#)
- [FNSBSD Reduced Danielson Components](#)
- [Teacher Evaluation System at a Glance](#)

## FNSBSD Evaluation Timeline

HUMAN RESOURCES	EDUCATOR	EVALUATOR
Evaluation Cycle opens for the school year	<b>August 1</b>	
New Teacher Orientation and Evaluation Training	<b>August (Dates vary)</b>	
Philosophy of Education Due	<b>September 15</b>	
Danielson Domain Focus Goals Due	<b>September 15</b>	
	<b>October 1</b>	Danielson Domain Focus goals reviewed and approved by evaluator.
	<b>October 15</b>	First observation due for 1st Year non-tenured educators.
Review of evidence for Domains 1 & 4	<b>January 31 (Non-Tenured)</b>	
	<b>January 31</b>	Last date move evaluation from DDF to Standard Evaluation.
	<b>February 5</b>	Recommended last date for Formal Evaluation Meetings (Non-Tenured)
	<b>February 15</b>	Final Evaluation Summary and Evaluation Conferences complete.
Non-Tenured Final Evaluation acknowledged & submitted.	<b>February 20</b>	
	<b>March 1</b>	All Non-Tenured educator Final Evaluations finalized by evaluators.
Review of evidence for Domains 1 & 4	<b>March 30 (Tenured Educators)</b>	
	<b>April 20</b>	Final Evaluation Summary for Tenured Educators
DDF Final Goal Review	<b>April 20</b>	
Tenured Final Evaluation acknowledged & submitted.	<b>April 25</b>	
	<b>May 1</b>	All Tenured educator Final Evaluation Summaries and EOY DDF Goals finalized by evaluators.
Human Resources finalizes evaluation cycle.	<b>May 31</b>	