

EVALUATION OF CERTIFIED INSTRUCTIONAL STAFF AND PUPIL PERSONNEL CERTIFICATE HOLDERS

In accordance with IDAPA Rule 08.02.02.120, the evaluation system for certificated personnel of the Bonneville Joint School District No. 93 will be administered according to the following guidelines:

1. The Jordan Performance Appraisal System (JPAS) evaluation instrument shall be the District's tool for evaluating an educator's professional practice. Each indicator of the JPAS evaluation instrument is aligned to one or more of the domains and components of the *Charlotte Danielson Framework for Teaching Second Edition*. Conversely, each domain and component of the *Charlotte Danielson Framework for Teaching Second Edition* is represented by one or more JPAS indicators of effective instruction.
2. Certificated educators shall be evaluated by their principal/designee or immediate supervisor.
3. The principal/designee, immediate supervisor, or other certified JPAS evaluator shall review the purposes and procedures of the evaluation system with all certificated educators at least once each contract year.
 - a. Each new certificated educator will receive a copy of the JPAS Domains and Indicators document.
 - b. Certificated educators will be given notification of the evaluation process at least fifteen (15) working days prior to the first (1st) observation. Evaluators should notify educators within sixty (60) working days of when their classroom observations will occur.
4. Nothing herein shall prohibit a principal/designee or immediate supervisor from evaluating an educator when it is deemed necessary.

Evaluation Rankings

The JPAS Evaluation System includes four (4) rankings used to differentiate performance of educators and pupil personnel certificate holders.

1. Not effective equal to a rating of 1;
2. Minimally effective equal to a rating of 2;
3. Effective equal to a rating of 3;
4. Highly effective equal to a rating of 4.

Evaluation Criteria

Certificated educators shall be evaluated on the following criteria:

1. Professional Practice rating.

- a. Professional practice will comprise 67% of a certified educator's comprehensive evaluation rating.
- b. The professional practice rating will be determined using the JPAS evaluation tool. The JPAS evaluation instrument based on the following five domains of effective instruction, and the 22 components of the Danielson Framework are represented in one or more of the domains:
 - i. Managing the Classroom: The educator efficiently manages student behavior, time, and materials.
 - ii. Delivering Instruction: The educator effectively structures, presents, and conveys knowledge and skills and monitors student acquisition of the knowledge and skills.
 - iii. Interacting with Students: The educator actively encourages all students to participate and gives students feedback about their performance.
 - iv. Planning: The educator pre-plans to maximize academic learning time and to monitor and adjust instruction based on students' needs.
 - v. Professional Growth and Responsibility: The educator participates in professional development activities and fulfills duties outside of the classroom.
- c. The Professional Practice rating will be determined using the following sources of data:
 - i. Two (2) formal classroom observations conducted using the JPAS classroom observation instrument.
 1. Each classroom observation shall be a minimum of thirty (30) minutes of observable time (as defined in the JPAS Domains document, 2014).
 2. The two (2) classroom observations shall not be conducted more than fifteen (15) working days apart.
 3. The second (2nd) observation may not be conducted on the same day as the first (1st) observation.
 - ii. A portfolio of evidence documenting teacher effectiveness for the Planning and Professional Growth and Responsibility domains.

1. An interview between the educator and the principal/designee or immediate supervisor shall be held within five (5) working days of the second (2nd) classroom observation to review the educator's portfolio and complete the observation instrument.
2. Measurable Student Achievement ratings will comprise 33% of an educator's comprehensive evaluation rating. Student Learning Objectives (SLOs) will be the designated preferred method of using student achievement data in evaluation ratings, as permitted by Idaho Code Section 33-1001.
 - a. Certified instructional staff who directly instruct students will create grade or department-level SLOs using the following assessments. Learning Objectives will be approved by their supervising principal.
 - i. Kindergarten - 3rd Grade: Idaho early literacy assessment/Idaho Reading Indicator.
 - ii. 4th – 6th Grade: Idaho Student Achievement Test for math and/or ELA.
 - iii. 7th – 8th Grade: Idaho Student Achievement Test for math or ELA for teachers with more than one assignment in these areas.
 - iv. 7th – 8th Grade: End of Course Assessment for teachers who do not have more than one assignment in math or ELA.
 - v. 9th – 12th Grade: End of Course Assessments.
 - b. All other certified staff, including those with Pupil Personnel Services or Administrative certificates will be evaluated using Learning Targets aligned to the following metrics at the school or district level depending on their assignment. School-level targets will be determined by School Leadership Teams; District-level targets will be determined by the District Leadership Team.
 - i. Elementary Schools:
 1. K-3rd cohort growth on statewide reading assessment; and
 2. 4th - 6th grade cohort growth on Idaho Standards Achievement test in math and ELA.
 - ii. Middle Schools:
 1. 7th - 8th grade cohort growth on Idaho Standards Achievement test in math and ELA.
 - iii. High Schools:
 1. Year over year growth in college readiness, including graduation rate, as defined in District Improvement Plan; and/or

2. Year over year growth in career readiness as defined in District Improvement Plan.
 - c. Measurable student achievement will be determined based on SLOs for the current year to the extent possible.
3. Comprehensive Evaluation Rating.
- a. The Professional Practice rating (a score from 1 to 4) will multiplied by 0.67;
 - b. The Measurable Student Achievement rating (a score from 1 to 4) will be multiplied by 0.33; and
 - c. The product of the calculation in Step A and Step B will be added together to calculate a comprehensive evaluation rating for the educator from 1 to 4. according to the following:

Calculated Score	Rating	Reportable Score
< 1.5	Not effective	1
< 2.5	Minimally effective	2
< 3.5	Effective	3
>=3.5	Highly Effective	4

Evaluators

The principal/designee or immediate supervisor is the educator's evaluator and has the responsibility for:

1. Ensuring fairness, efficiency, and consistency of the evaluation process;
2. Frequently observing and evaluating an employee's job performance;
3. Holding meetings with each educator to discuss job performance;
4. Completing Performance Evaluation Forms as required;
5. Distributing proper forms in a timely manner;
6. Ensuring completed forms are submitted by a specified date;
7. Reviewing forms for completeness;
8. Identifying discrepancies; and
9. Ensuring proper safeguard and filing of completed forms.

Communication of Evaluation Results

1. Within five (5) working days after completing the interview, data collected from the two (2) observations and the interview shall be submitted to the Bonneville Joint School District No.93 Human Resource (HR) Department to be electronically scored.
2. The HR Department will produce and return an individualized JPAS Feedback Report to the principal/designee or immediate supervisor.
3. Within fifteen (15) working days of receipt of the JPAS Feedback Report, the principal/designee or immediate supervisor shall hold a professional development meeting with the educator to review such Report to address the following:
 - a. Progress on the educator's goals identified in his/her Individual Professional Learning Plan (IPLP)
 - b. Setting new professional learning goals to be included on the current year's IPLP.
 - c. Identifying professional development activities and resources to assist educators in completing their IPLPs.
 - d. For educators whose total score on the JPAS Feedback Report is in the "Not effective" or "Minimally Effective" range, creating a plan for improvement with a corresponding timeline to demonstrate acceptable levels of improvement shall be prepared on the JPAS Feedback Report Addendum.
 - e. Obtain signatures on the JPAS Feedback Report and/or Addendum from the educator and the principal/designee or immediate supervisor. The educator's signature indicates receipt of the report, but does not necessarily signify agreement with its contents.
 - f. Copies of the JPAS Feedback Report and Addendum, if any, shall be given to the educator and principal/designee or immediate supervisor.
 - g. The original JPAS Feedback Report, Data Collection Sheets, and Addendum, if any, shall be placed in the educator's personnel file located at the District's Human Resource Department.
 - h. Within ten (10) working days of the Professional Development meeting, the educator will submit their IPLP to their supervisor to review in Google Classroom.
 - i. Within ten (10) days of receiving the educator's IPLP, the evaluator will review, add comments as necessary, mark the plan as complete, and return it to the educator.

Appeals

1. Educators who disagree with any portion of the JPAS Feedback Report or comprehensive evaluation report may attach a written statement to the JPAS Feedback Report stating their concerns.
2. Educators have fifteen (15) calendar days following the completion of the evaluation process (receipt of the JPAS Feedback Report) to request, in writing to the Superintendent/designee, a review of the evaluation findings.
3. The Superintendent/designee will have the discretion to assign another administrator to conduct a second (2nd) evaluation. The most recent evaluation will be reported as the official evaluation.
4. Educators have the right to appeal decisions or implementations based on evaluations under Policy #4112 Uniform Grievance.

Remediation

For educators who receive evaluations in the "Not Effective" range and where remediation would be an appropriate course of action, the following shall apply:

1. In addition to a mentor, additional personnel resources may be used to assist the educator.
2. Certified employees shall be given access to Professional Development resources to help improve performance.
3. For all educators whose JPAS Feedback Report total score is in the "Not Effective" range, additional evaluations shall be scheduled at least twenty (20) working days following the professional development meeting.
4. Subsequent evaluation(s) may be conducted by the building administrator or, at the request of the administrator or educator, may be conducted by another JPAS certified administrator assigned by the Superintendent/designee.
5. A request for an outside evaluator must be submitted in writing to the Superintendent/designee no later than fifteen (15) calendar days after the initial professional development meeting.
6. Certified educators whose total score improves to at least the "Minimally Effective" range on the second (2nd) evaluation will have met the evaluation requirements.
7. Certified professional educators whose total score remains in the "Not Effective" range on the second (2nd) evaluation should be recommended to the Board of Trustees to be placed on probation pursuant to procedure #5140BP1 Probation of Continuing Contract Personnel Procedures.

8. Certified educators, who score “Not Effective” or “Minimally Effective” as an overall score or who score “Not Effective” or “Minimally Effective” in two (2) of the five (5) domains for two (2) consecutive years, should be recommended for probation pursuant to procedure #5140BP1.

Monitoring and Evaluating the Jordan Performance Appraisal System (JPAS)

1. At the conclusion of each school year, the District Leadership Team (DLT) will review disaggregated data from the JPAS evaluation system. The DLT may invite teachers, parents, and a consultant to participate in the review of the results. The DLT will use the results from the evaluations and informal classroom observations to identify areas of strength as well as areas in need of improvement as a district and to review policy and procedure as necessary.

Professional Development and Training

1. The primary responsibility for monitoring the accurate implementation of the JPAS and for providing on-going training to employees (both instructional and administrative) lies with the superintendent/designee.
2. Administrators:
 - a. All new administrators to the District will receive JPAS training and must certify prior to evaluating certified staff.
 - b. All continuing administrators in the District will recertify on the JPAS every three (3) years.
 - c. Administrators will be randomly monitored by persons certified in JPAS procedures on a regular basis for the purpose of maintaining a valid and reliable instrument.
3. Educators:
 - a. District professional development for the ensuing school year will be informed by data collected and target identified areas of weakness.
 - b. The District will encourage teachers to participate in state sponsored training and professional development, as appropriate.

Funding

Ongoing training and professional development for educators and administrators may be funded through Title II or other funds specifically set aside for that purpose.

Data Collection

1. The Department of Human Resources will have evaluation data disaggregated at the end of each school year.

2. The evaluation summary data will be shared with administrators, Board of Trustees, and the Professional Development Committee annually.
3. Data shall be considered as part of the District and individual school needs assessment in determining professional development offerings.