

The Kenai Peninsula Borough School District's Effective Instruction Handbook



The District's Effective Instruction Framework refers to the broad range of tools, actions, and procedures that are related to the evaluation and professional development needs of certified employees of the KPBSD. This handbook contains background information, procedures, and forms, and was crafted in partnership by members of the KPBSD's Effective Instruction Committee.

With Gratitude

This document reflects thousands of hours of dedicated time invested by KPBSD educators over almost a decade. On behalf of the students who have benefitted from the unwavering commitment to educational excellence, we offer our thanks- both to those who have served on this committee before us, and to those who will serve after us. This work will never be easy because it touches on both the personal and public aspects of our profession. As required by regulation, this work has and will continue to inform both the professional development pathways of KPBSD educators, as well as factor into employment decisions about future contracts. Thankfully, those who have served previously and those who serve currently have been supported by many excellent educators, researchers, consultants, and colleagues. We are grateful for your contribution to this tool, and your willingness to engage in personal and professional reflection with the goal of improving the educational opportunities for the public school students in the Kenai Peninsula Borough School District.

Table of Contents

- With Gratitude 2
- Background 4
- Overview of the Annual E.I. Process 5
- Evaluation Pathways 5
- Due Date Flow Chart 6
- Steps of the Standard Evaluation Process 7
- Steps of the Alternate Pathway 10
- Student Growth Map (SGM) 12
- Teacher Enrichment Project (TEP) 13
- FAQs (Revised July, 2018) 13

Background

In 2006, a team of KPBSD educators participated in a district-sponsored course focused on developing coaching and mentoring skills. As part of this course, Charlotte Danielson, the author of *A Framework for Teaching* (2007, ASCD) worked with the group to introduce her research findings related to the elements of effective teaching practices.

By 2008, a team of teacher leaders and administrators came together and conducted an informal pilot of Danielson's Framework for Teaching (FfT) as a teacher evaluation tool. It was found that by targeting specific areas of the Framework, we could promote deep reflection, engage in practice-changing professional development, and have a positive impact on student learning.

A committee of KPBSD administrators and teachers selected Danielson's FfT because it provides a defensible definition of good teaching that can be understood by all the stakeholders. Additionally, the FfT:

- Clearly defines and recognizes the complexity of teaching with a common language of practice.
- Provides a "road map" for novice teachers and guidance for veteran teachers.
- Provides a point of reference around which conversations about teaching can be focused.
- Organizes the practice of teaching in four domains.
- Provides levels of performance and rubrics that define what teaching looks like at different levels.
- Structures and focuses school-wide and district efforts and provides a common framework around which efforts can be planned.
- Is based upon years of educational research.

In 2009-10, the District piloted their new evaluation system with all non-tenured teachers. This system modified the Danielson FfT to focus on areas of particular importance within the Kenai District, and was also tied to all professional development plans. In 2010-11, the new evaluation tool was expanded to use among all certified teachers (both tenured and non-tenured,) and perception data indicated that despite the intense amount of time required to implement the new system, educators at all levels of the organization agreed the system was worth the time and a return to previous methods couldn't possibly be helpful. The evaluation process was formally approved by the Board of Education at its meeting in April, 2011. Also in 2011, the district began conducting an annual survey of all KPBSD teachers to gather ongoing input from teachers about their experiences with the evaluation tool. The data from this survey has been used to guide revisions, professional development, and training.

Throughout the evolution of the District's evaluation process, the leadership team responsible for making recommendations and decisions related to the evaluation system became known as the Effective Instruction Committee, while the overarching process that includes the evaluation and professional development needs indicated as a result of the evaluation process became known as the Effective Instruction System. Within that system, the actual evaluation tools and procedures are referred to as the Effective Instruction Process. The process has been refined based on input by multiple stake holders, and has been reapproved by the Board of Education in June of 2012, June of 2013, and July of 2015 as changes have been made.

The E.I. Committee continues to review input annually, and makes changes to the E.I. Process with consideration for any required regulatory changes. Following any changes, and in accordance with AS 14.20.149(a), the KPBSD Board of Education reviews the certified employee evaluation system around July in any year in which changes were made and considers it for approval.

Overview of the Annual E.I. Process

Following is an overview of the steps that occur during the yearly cycle of the E.I. Process, specific to the two main protocols: the Standard Evaluation Protocol and the Alternate Pathway. The timelines sometimes require adjustment to accommodate late hires, changes in teaching assignments mid-year, and completion of a process within a specific course or unit. Regardless of which protocol used, there is no maximum number of permitted walk-throughs or informal observations; administrators are encouraged to conduct frequent walk-throughs and informal observations, as their schedules may permit. This could mean that within the Standard Evaluation Protocol, the formal observation cycle (which consists of the pre-observation conference, observation, and post-observation conference) may be punctuated by walk-throughs, or informal observations may occur both before and after the formal observation cycle.

All forms related to the E.I. Process are available online at KPBSD < Human Resources < Certified Teacher Evaluation (<http://www.kpbsd.k12.ak.us/departments.aspx?id=19400>) and information from each meeting of the E.I. Committee can be found at the E.I. Blog (<http://effectiveinstruction.blogs.kpbsd.k12.ak.us/wpmu/>). An overview of the various protocols is provided on the KPBSD's Continuous Growth System that is shown below and available online.

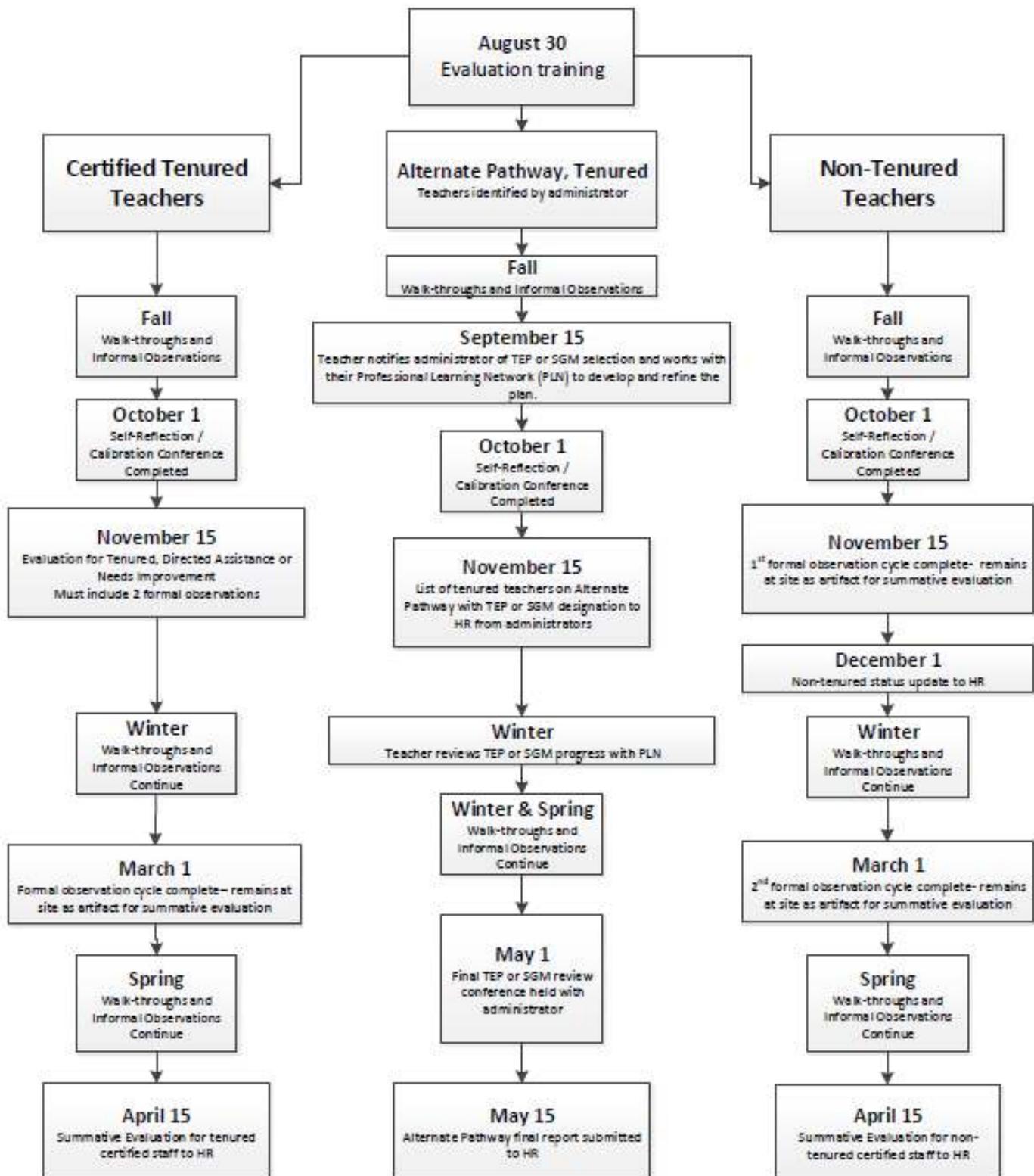
Evaluation Pathways

As shown on the [Teacher Evaluation Continuous Growth System](#), there are five pathways for the certified evaluation process to follow. They are: non-tenured evaluation plan, tenured evaluation plan, alternate pathway for tenured teachers, directed assistance plan, and needs improvement plan.

| TEACHER EVALUATION CONTINUOUS GROWTH SYSTEM | | | | |
|---|--|--|---|--|
| NON-TENURED EVALUATION PLAN | TENURED PLAN | | DIRECTED ASSISTANCE PLAN | NEEDS IMPROVEMENT PLAN |
| Purpose: To support the inductee in learning and achieving the performance standards of the profession and the District. | Purpose: To provide tenured teachers a structured, supportive, and collaborative environment for enhancing their on-going personal professional growth, ensuring that all staff continues to meet the standards for professional practice. | | Purpose: To provide non-tenured or tenured teachers structure, assistance, and guidance towards meeting standards for professional practice. | Purpose: To provide organizational support and assistance to teachers who are not meeting the standards for professional practice. |
| Standard Evaluation Plan | | Alternate Pathway For Tenured Teachers | Follows the protocol: | Follows the protocol: |
| For teachers who are non-tenured in the District. Follows the protocol once each year with 2 formal observation cycles. | For teachers who are tenured in the District. Follows the protocol once each year. | For teachers who exceeded the District's performance expectation in the previous year by achieving overall proficiency in all domains and at least one exemplary rating at any level. | <ul style="list-style-type: none"> Tenured teachers with more than 25% basic within any domain will move to a Directed Assistance Plan. This is a directed evaluation period that focuses on any domains that are not in the proficient range. A Directed Assistance Plan will be in place for no longer than 90 days. Note: Superintendent (or designee) must be consulted BEFORE a teacher moves to Directed Assistance Plan or Needs Improvement Plan. | <ul style="list-style-type: none"> 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 in basic since the previous evaluation. A Needs Improvement Plan will be in place between 90 and 180 days. A Needs Improvement Plan will be written and administered according to Alaska State Statute AS 14.20.149. Note: Superintendent (or designee) approval required BEFORE a teacher moves to Directed Assistance Plan or Needs Improvement Plan. |
| <ul style="list-style-type: none"> Training – Emphasis on the importance of conversations, trust, honest reflections, and all domains of the evaluation tool. Self-Reflection/Calibration – Teacher engages in self-reflection using the rubric appropriate to their teaching assignment, calibrates their understanding of the performance expectations with the administrator, and presents SGM drafts. Informal Observations – Minimum of 1 observation per semester with a minimum duration of 10 minutes each. Dates are recorded on the evaluation. Pre-Conference – Address the upcoming formal observation & must be directed by guiding questions. Formal Observation – Must be scheduled in advance. Minimum of 30 min. Follow up must occur within 5 work days. Post Conference – Must be completed within 10 days. Focus: conversation/reflection on the lesson observed. Evaluation Conference – Discuss evidence gathered over time indicating how the teacher is teaching. Must be separate from Post Conference. | <ul style="list-style-type: none"> Student learning focus-Teacher chooses between a Student Growth Map or Teacher Enrichment Plan. Process- Teacher meets with administrator to set goal at start of year. Progress check-ins occur with the teacher's PLC. Summary form is reviewed with the administrator and submitted to HR by the annual certified employee evaluation deadline. | <ul style="list-style-type: none"> Who exceeded the expectations as outlined above on their previous evaluation as a tenured teacher. Are identified by the site administrator for this pathway Tenured teachers must return to the Standard protocol the year after completing the Alternate pathway. | <ul style="list-style-type: none"> Non-tenured teachers that have more than 25% of basic element and/or component ratings in any domain may move to the Directed Assistance Plan. Tenured teachers that have more than 25% of basic element and/or component ratings in any domain will move to the Directed Assistance Plan. If successfully completed, a teacher returns to prior status. If unsuccessful, a teacher proceeds to the Needs Improvement Plan if tenured. If completion of the plan is progressing, it can be continued at the discretion of administration and Human Resources. | <ul style="list-style-type: none"> For any tenured teacher: <ul style="list-style-type: none"> Whose performance at any point does not meet the performance criteria in the Evidence of Effective Teaching or who has failed to make adequate progress toward identified goals, or Who received an unsatisfactory rating on any elements, components, or domains in the previous evaluation period. Teachers on this plan are held here until all objectives of the Needs Improvement Plan are met. If unsuccessful, the district will follow Alaska State Statute AS 14.20.149. |
| Evaluation is based on the criteria in Danielson's Framework for Effective Teaching. When basic or unsatisfactory performance is identified with non-tenured teachers, a Directed Assistance Plan may be implemented at the discretion of the principal and Human Resources. | <ul style="list-style-type: none"> For tenured teachers: <ul style="list-style-type: none"> In first tenured year Continuing as tenured Designated by administrator to remain on Standard protocol Who completed a year on the Alternate protocol. Have a significant change in assignment Tenured teachers that have more than 25% of basic element and/or component ratings in any domain will move to the Directed Assistance Plan. | | | |

Due Date Flow Chart

Effective Instruction Evaluation Process Timeline



Steps of the Standard Evaluation Process

The formal evaluation is the evaluation protocol for all non-tenured teachers and tenured teachers designated by their site administrator for the formal evaluation cycle. The only difference in the process for tenured versus non-tenured teachers is that non-tenured teachers must participate in a minimum of two formal observation cycles (steps five through seven) twice each school year, while tenured teachers are required to have a minimum of one formal observation cycle.

| Step | Date | Title | Description |
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| 1 | July-August | Administrator Training | Annual training in the E.I. System for all administrators occurs during the start-of-year administrator trainings. |
| | | Teacher Training | Certified teachers receive training in the E.I. System during the start of year in-service sessions. Site administrators may follow up by providing more site-specific training in the process. Evaluation is based on Charlotte Danielson's Framework for Teaching, with special (not exclusive) emphasis on the domains, components, and elements included on the summative evaluation document that may be unique to various teaching assignments. |
| 2 | September-October | Self-Reflection/ Calibration Conference | <p>Certified teachers engage in a self-reflection using the rubrics appropriate to their teaching assignment. Documentation of the evidence from the previous months and evidence expected to be available during the upcoming evaluation cycle is noted in the self-reflection document, and a copy is provided to the evaluator by the teacher at the Calibration Conference. The evaluator and the teacher engage in a calibration conversation using the Calibration Conversation Guide, during which:</p> <ul style="list-style-type: none"> • The administrator provides clarity on the performance expectations at the site in relationship to the teacher's unique assignment. • The teacher shares a written draft of his/her professional growth goal for the administrator's review. • A shared understanding regarding what 'proficiency' looks like in the teacher's assignment is achieved. • Agreement is reached regarding what evidence can be expected in relationship to discussed levels of performance. • Potential activities that could support the teacher's professional growth goal are discussed. |

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| | | | <ul style="list-style-type: none"> Potential methods the administrator can support the teacher in overcoming challenges and achieving goals are discussed. |
| 3 | Ongoing | Walk-throughs | Walk-throughs are short in duration and are comprised of any observations an administrator may make of a teacher. These observations may occur both in the classroom and in settings outside the classroom, such as meetings or hallways, and may or may not result in feedback. If concerns are noted, they will be immediately brought to the attention of the teacher for discussion. There are no limits to the frequency or duration of walk-through observations. While walk-throughs will most frequently result in evidence related to domains 2 and 3, opportunities may arise during collaboration, in-service, or the performance of other work activities for walk-through observations that may be relevant to domains 1 and 4. |
| 4 | Ongoing | Informal Observations with Documented Feedback | Minimum of 1 observation per semester with a minimum duration of 10 minutes each. Dates are recorded on the evaluation and feedback is provided to the teacher either verbally or electronically. Informal observations may be related (like any other part of the process) to any domain. |
| 5 | Must occur before the formal observation Non-tenured teachers must participate in the formal observation cycle (steps five through seven) twice each school year. | Pre-Observation Conference | The pre-observation conference is held to address the upcoming formal observation & must be directed by guiding questions. Since domains 2 and 3 are generally easily observable, special emphasis on domains 1 and 4 should occur during the conference as an opportunity to evaluate evidence of the 'off-stage' aspects of the teacher's practice. Any relevant information regarding student growth data and the teacher's professional growth goal should also be reviewed during this conference. |
| 6 | Must be scheduled in advance | Formal Observation with Follow Up | The formal observation is required to last a minimum of 30 minutes. The administrator must provide written or verbal follow up to the teacher within 5 work days. The follow up may occur as part of the post-observation conference, but if the post-observation conference is scheduled for more than 5 days after the observation, follow up must be done separately within 5 days of the observation. |
| 7 | Must be completed within ten days of the formal observation. | Post-Observation Conference | The post-observation conference must be completed within 10 days of the observation. The focus of the conference is the formal observation and both the teacher and the administrator are expected to share their perceptions of |

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| | | | <p>what occurred during the lesson based on observational data and evidence of student learning.</p> <p>Documents from the pre-observation conference, observation, and post-observation conference are all kept by the building administrator; they are not submitted to HR with the summative evaluation document.</p> |
| 8 | | Summative Evaluation | <p>The summative evaluation conference is an entirely separate meeting from the post-observation conference.</p> <p>A draft of the evaluation should be provided to the teacher 24 hours before the summative evaluation meeting. Any other relevant data should be provided by the teacher to the administrator 24 hours before the summative evaluation meeting.</p> <p>During this meeting, the principal shares the evidence gathered over time and provides the principal's evaluation of where on the rubric the evidence indicates the teacher is generally teaching. Progress on the professional and student growth goals established by the teacher is discussed. The teacher is invited to share any additional evidence not yet considered, and the principal may decide to modify the summative evaluation document. The teacher may provide a written response to the evaluation that will be attached to the evaluation document in the teacher's personnel file, provided the response is received by the district within 5 days of the summative evaluation being signed.</p> |

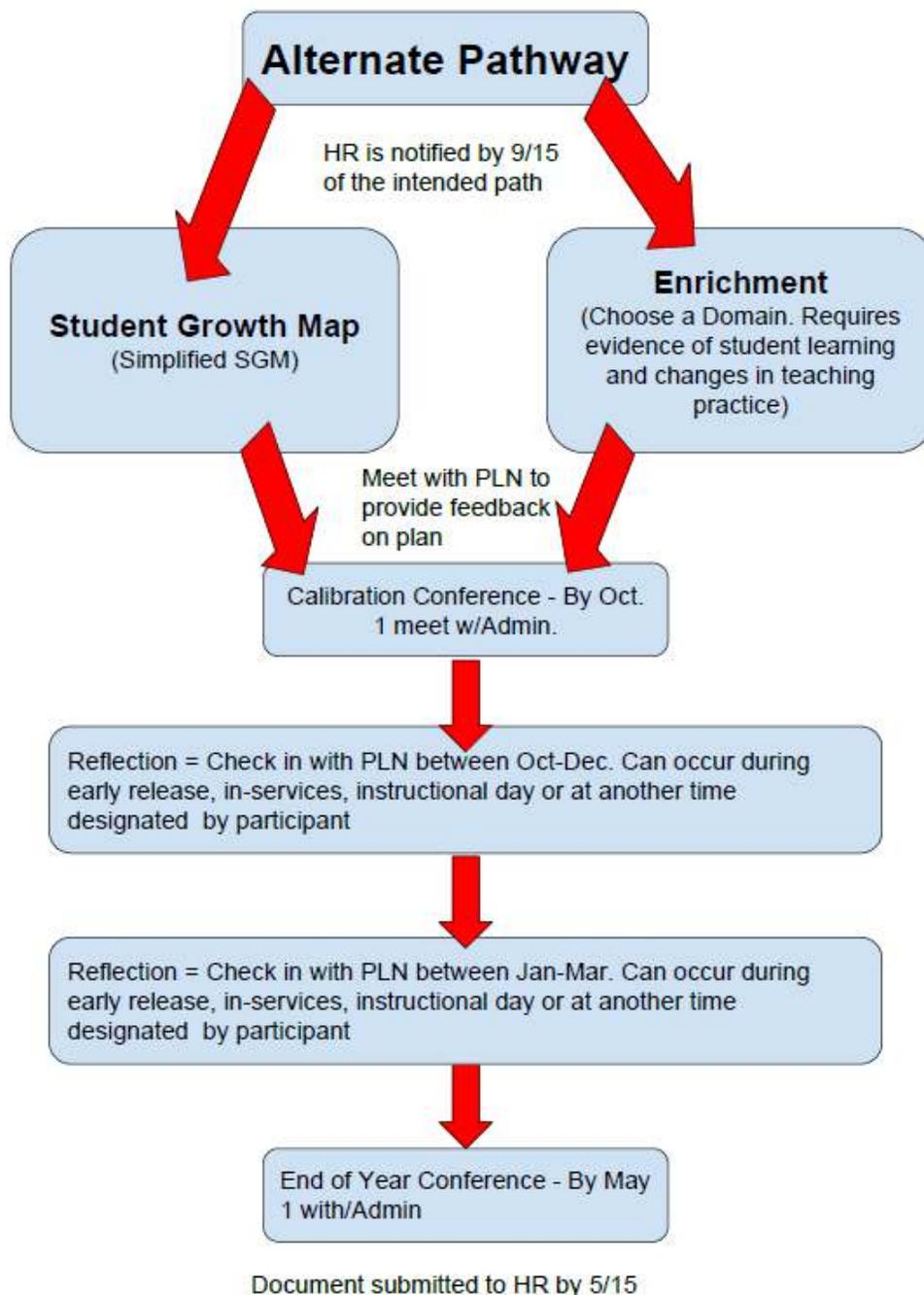
Steps of the Alternate Pathway

In accordance with AS 14.20.149 b(4), a tenured teacher who has exceeded the district’s performance standards for tenured teachers may be evaluated with a formal observation once every two school years. A tenured teacher exceeds the district’s performance standard by achieving ratings of Overall Proficient in all four domains and having at least one rating of Exemplary. Tenured teachers meeting this criteria may be designated by his or her site administrator for the alternate protocol, which is outlined below and addressed through the form titled Teacher Alternative Pathway Plan.

The alternate pathway is designed to impact student learning by providing tenured teachers an opportunity for self-directed growth and reflection that is supported through his/her own network of professionals. As part of this process, the teacher’s Professional Learning Network (PLN) serves as the primary resource for information, reflection, accountability, and support during an alternate pathway year.

| Step | Date | Title | Description |
|------|-------------------|--|---|
| 1 | July-August | Administrator Training | Annual training in the E.I. System for all administrators occurs during the start-of-year administrator trainings. |
| | | Teacher Training | Certified teachers receive training in the E.I. System during the start of year in-service sessions. Site administrators may follow up by providing more site-specific training in the process. Evaluation is based on Charlotte Danielson’s Framework for Teaching, with special (not exclusive) emphasis on the domains, components, and elements included on the summative evaluation document that may be unique to various teaching assignments. Tenured teachers who exceeded the district’s performance standards may be designated by the evaluating administrator for the alternate pathway. The alternate pathway may only be completed once every two years; two year goals are not permitted. |
| 2 | September-October | Self-Reflection/Calibration Conference | <p>Teachers designated for the alternate evaluation pathway select either a Teacher Enrichment Project (TEP) or a Student Growth Map (SGM). The teacher establishes a Professional Learning Network (PLN) who is knowledgeable in the area of the teacher’s TEP or SGM, and works with the PLN to create a solid plan for the year.</p> <p>By Sept. 15, the teacher notifies his/her administrator of whether he/she has selected a TEP or SGM, and by Oct. 1, the teacher meets with the administrator to share his/her TEP or SGM document.</p> <p>Throughout the course of the year, the teacher is expected to consult with his/her PLN at least three times: Prior to</p> |

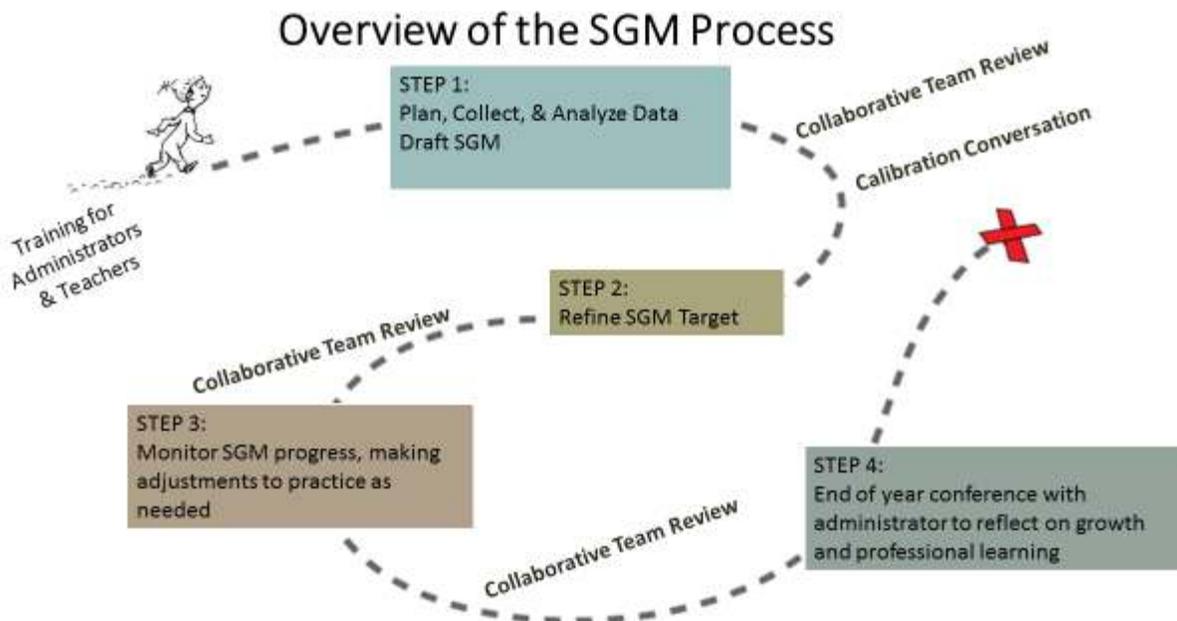
| | | | |
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| | | | Oct. 1 to plan the TEP or SGM, again between Oct. and Dec., and a third time between Jan. and Mar. |
| 3 | Ongoing | Walk-throughs | Walk-throughs are short in duration and are comprised of any observations an administrator may make of a teacher. These observations may occur both in the classroom and in settings outside the classroom, such as meetings or hallways, and may or may not result in feedback. If concerns are noted, they will be immediately brought to the attention of the teacher for discussion. There are no limits to the frequency or duration of walk-through observations. |
| 4 | Ongoing | PLN collaboration/ review | While the teacher on the alternate pathway is expected to consult with his/her PLN at least three times during the year, (prior to Oct. 1 to plan the TEP or SGM, again between Oct. and Dec., and a third time between Jan. and Mar.) teachers are encouraged to regularly review TEP or SGM progress, challenges, and opportunities virtually or in-person. |
| 5 | | End of Year Conference | The end of year conference must occur by May 1. At the time of the meeting, the teacher presents the completed alternate pathway form for his/her administrator's review. Following a professional conversation about the teacher's professional growth and learning, and any edits that need to be made in the teacher's reflections, the final form is submitted by the administrator to Human Resources by May 15 for inclusion in the employee's personnel file. |



Personal Learning Network (PLN) is defined as a PLC, peers, coach or colleague as defined by the individual. Location and district base is not a requirement. Online communities are acceptable.

Student Growth Map (SGM)

The following image provides an overview of the SGM process. This process may occur over the course of an entire school year, semester, quarter, or substantive unit of instruction. Individuals who wish to learn more about the SGM process, or who want to learn different strategies for target setting are encouraged to visit the resources in the District's Shared (S) Drive, consult with other tenured teachers, or contact an Effective Instruction Coach for personalized assistance.



Teacher Enrichment Project (TEP)

Like an SGM, the TEP process may occur over the course of an entire school year, semester, quarter, or substantive unit of instruction. While a TEP is grounded in student growth like an SGM is, it shifts the focus from an analysis of student data and teacher response to a focus on teacher growth and student response. Both approaches impact student learning, but from different directions. While the differences are subtle, they are important. A TEP provides an opportunity for a tenured teacher to learn and develop mentoring skills while hosting a student teacher, an opportunity to learn new pedagogy through participation in a specific course, or an opportunity to engage in deep learning about a content area through a curriculum revision. All of this work is expected to have a direct impact on a teacher's practice with students, which is why the work is still anchored in the impact on students. The TEP introductory video is a source of information that may help inspire ideas in this area. The video, along with other helpful resources, is housed on the district's Human Resources < Certified Teacher Evaluation webpage.

FAQs

Why doesn't every teaching assignment have a specialized rubric and evaluation form?

Danielson's Framework for Teachers provides both general and specialized rubrics for educators that have been adopted by the KPBSD. In most circumstances, the E.I. Committee elected to use the same general evaluation summary form for the majority of educators. Although components and elements may look slightly different in various settings, it is expected that the unique characteristics of any specific teaching assignment and the evidence that constitutes various performance levels will be discussed during the calibration conference. For example, employing culturally sensitive practices is expected of all teachers but how the expectation is manifested will be influenced by the community in which the school exists along with the age or developmental level of students the teacher serves. Similarly, the specifics of what 'questioning and discussion techniques' are expected to look like in a general education classroom, a self-contained special education classroom, or an online learning environment, would be discussed during the calibration conference. There are some positions that are distinctly different, so specialized evaluation forms have been developed. For example, because of the significance of the Individualized Education Plan paperwork and meeting processes, the

evaluation form for special education teachers includes that criteria. Additionally, there are educators that are exempt from the student learning data requirement, and specialized forms have been adopted to reflect requirements for their positions.

What happens when a teacher teaches in more than one school, has more than one teaching assignment, or is otherwise split?

The two formal observations of non-tenured teachers should occur in different settings to ensure the evaluator has a well-informed understanding of the performance of the non-tenured teacher in the multiple settings or roles he or she may be assigned to. In the case of both non-tenured and tenured teachers with multiple work locations, the employee's primary location shall determine who the teacher's primary evaluator will be. In that circumstance, the primary evaluator is expected to consult with the other supervising administrator for input into the employee's evaluation and informal or walk-through observation data should be shared between the two supervisors to ensure a well-informed understanding of the educator's performance is reflected in his/her summative evaluation. In circumstances where an employee has two totally different roles, the principal may alternate between the two evaluation documents on a year to year basis. In all circumstances where a teacher is responsible for the instruction of students, the SGM process shall be employed in the evaluation process.

Where can I find out more information about the state regulations?

The Alaska Department of Education and Early Development offers links to the regulations and the Department's guidance to districts on how to implement the regulations at <https://education.alaska.gov/> by clicking on the green "Accountability" star.

Where can I find tools to help me understand how to create an SGM?

The E.I. Committee has created many helpful tools that are all stored on the district's S drive. To get there, go to <S:\Districtwide Staff Shared\2015-16 SGM Pilot Documents>. Within Canvas, there are also four professional development modules that were provided to principals to introduce the concept of SGMs, teach the various ways to set targets, and provide guidance on evaluating the quality of an SGM. Additionally, E.I. Coaches are also available to provide personalized assistance or guidance to collaborative teams of teachers.

Why did the TEP come back?

The TEP was discontinued when state regulations required student learning data be included in educator evaluations. While some KPBSD teachers expressed the concern that the TEP went above and beyond what the law required for teacher evaluations and they were relieved it was discontinued, others expressed disappointment that this valuable tool that supported professional growth was no longer available as a formal process. The law in Alaska allows a tenured teacher who has "consistently exceeded" the district's performance expectation to have a year off of the formal observation and evaluation process (AS 14.20.149). Explained another way, the law allows a tenured teacher in good standing to only be evaluated every other year, as long as they continue to exceed the district's performance standard in the years they are evaluated. When the E.I. Committee considered the district's commitment to continuous improvement, the feedback from many teachers, and the changes in state regulation, the Committee chose to reinstate the TEP in a slightly modified form.

What merits checking the “Overall Proficient” box for a Domain?

50% or more of the boxes within a Domain must be marked as proficient or higher, in order to merit a rating of “Overall Proficient” for a Domain on a summative evaluation.

What is the purpose of the “Overall Proficient” rating?

The rating of Overall Proficient for each Domain helps inform general professional development needs and calls attention to the need for more detailed calculation if a Directed Assistance or Needs Improvement Plan is warranted. The Teacher Evaluation Continuous Growth System provides further details about the point at which a Directed Assistance or Needs Improvement Plan is required.