

KETCHIKAN GATEWAY BOROUGH SCHOOL DISTRICT

CERTIFICATED EVALUATION AND PROFESSIONAL GROWTH PROGRAM



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5-13 Summative Evaluation Form

Used by the principal for the summative evaluation. The summative evaluation is based on all of the formative data collected. Summative evaluations are required yearly for non-tenured staff and every other year for tenured staff who have demonstrated proficiency on previous evaluations.

14-17 Mentor Program Goal

Contact the building principal or Director of H.R. if you are interested in becoming a mentor for new staff.

18-19 Self Directed Learning Plan

Required of tenured staff during the year following an evaluation.

20 Professional Growth Goal

Professional Growth Plan is developed between the principal and teacher when a teacher is unsatisfactory in any element or developing on one or more standards.

21-22 Targeted Plan For Improvement

*TPFI requires a team approach. Principal, teacher and two team members. One member from principal recommendation one from teacher choice & KEA representative.

KETCHIKAN GATEWAY BOROUGH SCHOOL DISTRICT

CERTIFICATED EVALUATION AND PROFESSIONAL GROWTH

A FRAMEWORK FOR ENHANCING PROFESSIONAL PRACTICE

Having a framework of professional standards is not unique to the profession of teaching. Many other professions have well developed performance standards and established procedures for guiding those involved in that profession. These standards and procedures are the public's guarantee that members of a profession are competent and highly qualified. By creating a professional framework of high standards and well planned methods of professional growth, educators convey to the public, and to themselves, that they are committed to high levels of professional competency and conduct. In developing a framework for evaluating certificated employee performance and professional growth, the Ketchikan Gateway Borough School District reaffirms the commitment to excellence that has existed in the District for many years. This process also confirms the strong belief that excellent schools are a direct result of the professionals that work daily with the children of the community. It is the belief that the development of a framework for professional practice will serve the needs of all educators. In the case of a novice teacher, it will promote growth and provide needed guidance for day to day improvement. For the veteran educator, the framework will provide the collegiality and support needed to constantly improve and refine one's practice. In all cases the framework provides a common set of core teaching standards that give focus to the evaluation process and professional growth.

This program is unique in that:

- ◆ It supports the belief that professional growth leads to an outstanding staff, and that the staff is essential for effective schools and excellence in education.
- ◆ It is based on the strong correlation between professional development and student achievement.
- ◆ It provides opportunities for staff members to work together and to support one another.
- ◆ It is driven by teacher goals and student learner objectives.
- ◆ Standards for professional practice are clearly established.
- ◆ The process sets clear standards teachers need to demonstrate as part of their continued professional growth and employment.

In the Ketchikan Gateway Borough School District evaluations and professional growth shall be an ongoing process based on established standards. The purpose shall be to improve instruction, facilitate learning, and provide continued professional growth of all certificated staff.

The evaluation of certificated staff is an involved process that incorporates informal and formal observations, input from a variety of sources (i.e. demonstrations of professional skills in the community; demonstration of professional skills on the job; input from the community, staff, parents, and students) and formal evaluation.

For the purpose of evaluation, the District identifies certificated employees as: *TYPE N* – Non-Tenured, *TYPE T* - Tenured, *TYPE P* – Progressive Corrective Action, and *TYPE A* - Administrators.

The framework, elements, and domains have been created using the work of Charlotte Danielson's Enhancing Professional Practice, and Robert Marzano's Effective Supervision.

NON-TENURED CERTIFICATED EMPLOYEE

REQUIREMENTS	MINIMUM STANDARDS
<p>Evaluated twice each year; all four standards. First Summative evaluation by December 15. Final Summative evaluation by March 15. <i>*A summative evaluation conference between the Principal and teacher is required.</i></p> <p>A minimum of one ½ hour observation before Dec. 15 and one before March 15 that include a pre conversation and post conference meeting.</p> <p>Walk through observations, minimum of 2 per semester, 1 per trimester, minimum of 10 minutes per walk through.</p> <p>Observation of non-teaching events such as: IEP meetings, parent conferences, department meetings, staff meetings, school wide initiatives.</p> <p>Artifacts such as lesson plans, portfolios, study guides, professional contributions, student, parent, community input etc., could also provide information.</p>	<p>Developing or above on all <u>elements</u>. Unsatisfactory in any <u>element</u> requires a Professional Growth Plan.</p> <p>Proficient on all <u>standards</u>.</p> <p>Developing or Unsatisfactory on one or more <u>standards</u> requires a Professional Growth Plan.</p>

TENURED CERTIFICATED EMPLOYEE

REQUIREMENTS	MINIMUM STANDARDS
<p>Evaluated once every two years; all four standards. <i>*Evaluated every year if developing or unsatisfactory in an element or standard.</i></p> <p>Final Summative evaluation by May 15. <i>*A summative evaluation conference between the Principal and teacher is required.</i></p> <p>A minimum of two ½ hour observation per year that includes a pre conversation and post conference meeting.</p> <p>Walk through observations, minimum of 2 per semester, 1 per trimester, minimum of 10 minutes per walk through.</p> <p>Observation of non-teaching events such as: IEP meetings, parent conferences, department meetings, staff meetings, school wide initiatives.</p> <p>Artifacts such as lesson plans, portfolios, study guides, professional contributions, student, parent, community input etc., could also provide information.</p>	<p>Developing or above on all <u>elements</u>. Unsatisfactory in any <u>element</u> requires a Professional Growth Plan.</p> <p>Proficient on all <u>standards</u>. Developing on one or more <u>standards</u> requires a Professional Growth Plan.</p> <p>Unsatisfactory on any <u>standard</u> requires a Targeted Plan For Improvement.</p>

TENURED CERTIFICATED EMPLOYEE – SELF DIRECTED LEARNING

REQUIREMENTS	SELF DIRECTED LEARNING PLAN
<p>Plan must align with school goals, district goals, curriculum content, technology, or teaching standards.</p> <p>A minimum of one professional goal is required during the SDL cycle, (year following the evaluation cycle).</p> <p>Timelines: May 15 to October 1, goal submittal to Principal. May 1, substantial completion of goal. End of year, written confirmation of completion.</p>	<p>Professional plan can be from one of the following areas.</p> <ul style="list-style-type: none"> ➤ Professional Goal – using goal form. ➤ Mentoring a new teacher. ➤ Sponsoring a Student teacher. ➤ National Boards Certification Process. ➤ PLC member ➤ Building/District SIP committee member.

ADMINISTRATOR

REQUIREMENTS	Minimum Standards
<p>Evaluated annually using the Ketchikan Administrative Evaluation Process.</p> <p><u>October 1</u> School Improvement Goals and Professional Learning Plan Submitted to Superintendent.</p> <p><u>January 1</u> Update to Superintendent on School Improvement and Professional Learning Goals.</p> <p><u>April 30</u> Summative Evaluation.</p> <p>Certificated staff input in December of each year.</p> <p>Observation of: IEP meetings, parent conferences, department meetings, staff meetings, Board Meetings, community engagement and school wide initiatives.</p> <p>Artifacts such as portfolios, professional contributions, student, parent, community input etc., could also provide information.</p>	<p>Minimum of 2 goals.</p> <p>Developing or above on all elements. Unsatisfactory in any element requires a Professional Growth Plan.</p> <p>Proficient on all standards. Developing on one or more Standards requires a Professional Growth Plan.</p> <p>Unsatisfactory on any Standard requires a Targeted Plan For Improvement.</p>

IMPORTANT INFORMATION

PROFESSIONAL GROWTH PLAN

- Professional growth plan is used when a certificated staff member has an unsatisfactory rating in any element of the evaluation instrument or developing rating on one or more standards.

TARGETED PLAN FOR IMPROVEMENT (TPFI)

- Targeted Plan For Improvement is intended to correct deficiencies in a certificated employee's performance. A TPFI must be initiated by the Principal if a tenured certificated employee has an unsatisfactory rating on any standard. TPFI requires a team approach. Team will consist of the employee, principal, a member selected by the principal and a member selected by the employee, and KEA representative. Failure to successfully complete a TPFI can lead to non-retention. *Not more than two TPFI's will be in force at one time for any employee.*

PROCESS INFORMATION

- The signing of any evaluation document acknowledges receipt of the document, not necessarily with agreement of the contents.
- Any employee being evaluated will have a 24-hour period in which to review any document before signing it.
- Evaluation documents are not public record documents. Access to those documents is restricted according to Ketchikan Gateway Borough School District Policy #4112.6.
- Annual in-service training will be provided on the evaluation system.
- The evaluation system will serve as a method of gathering data relative to employment decisions.
- Principal evaluation forms will be available to teaching staff by January 15 each year for input to the Superintendent by March 1.

CONFLICT OF INTEREST

According to KGBSD policy 4112.8, "an employee shall not be appointed to a position where a member of his/her immediate family maintains supervisory or evaluation responsibilities for the position. Immediate family members may be employed at the same department or work location with the approval of the Superintendent or designee."

ACCESS TO EVALUATIONS

According to KGBSD policy 4112.6; "Personnel records shall be kept for all current employees". All personnel files are confidential and shall be available only to the employee, persons authorized by the employee, the Superintendent or Board in accordance with administrative procedures. School Board members may request to review an employee's file at a personnel session of the Board.

Employees shall be notified whenever derogatory information is to be placed in their files. Employees may review and comment on the contents of the personnel file. Personnel records shall be made available for inspection by the employee at an off-duty time. Inspection shall take place in the presence of an administrator or designee.

QUALIFICATIONS OF EVALUATORS

As per Board Policy 4315.1 "Pursuant to 4 AAC 19.030 teacher evaluations must be approved by a person who possesses an administrative credential issued under 4 AAC23.030. Under AS 14.20.149, a person may not conduct a certificated employee evaluation unless; the person holds a Type B certificate or is a site administrator under the supervision of a person possessing a type B certificate; the person is employed as an administrator; and the person completed training in the use of the district's evaluation system".

TIMELINES

See Employee Type outlines for specific timelines.

**KETCHIKAN GATEWAY BOROUGH SCHOOL DISTRICT
CERTIFICATED EVALUATION AND PROFESSIONAL GROWTH**


NAME: _____ ASSIGNMENT: _____ SCHOOL YEAR: _____

LOCATION: _____ NON-TENURED: TENURED: EVALUATOR: _____

STATEMENT OF PURPOSE

In developing a framework for evaluating certificated employee performance and professional growth, the Ketchikan Gateway Borough School District reaffirms the commitment to excellence that has existed in the District for many years. This process also confirms the strong belief that excellent schools are a direct result of the professionals that work daily with the children of the community. It is the belief that the development of a framework for professional practice will serve the needs of all educators. In the case of a novice teacher, it will promote growth and provide needed guidance for day to day improvement. For the veteran educator, the framework will provide the collegiality and support needed to constantly improve and refine one's practice. In all cases the framework provides a common set of core teaching standards that give focus to the evaluation process and professional growth. *Elements and standards have been developed using Enhancing Professional Practice; Charlotte Danielson and Effective Supervision; Robert Marzano, Tony Frontier, and David Livingston.*

<u>EVALUATOR'S RECOMMENDATION:</u> No recommendation at this time: <input type="checkbox"/> Recommend continued employment: <input checked="" type="checkbox"/>
Recommend continued employment with Targeted Plan For Improvement: <input type="checkbox"/>
Recommend non-renewal of employment: <input type="checkbox"/>


 _____ Date: 5/29/2021 _____ Date: _____
 Evaluator's Signature Employee's Signature

Signature indicates the employee has seen the evaluation and the administrator has conferenced with the employee regarding the evaluation. Signature is required but does not necessarily indicate agreement with the evaluation. Employees may attach written comments to the evaluation within 72 hours of receipt of the evaluation. Evaluation becomes final after 24 hours from signature.

**KETCHIKAN GATEWAY BOROUGH SCHOOL DISTRICT
TEACHER SUMMATIVE EVALUATION DOCUMENT**

STANDARD 1: PLANNING AND PREPARATION

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	EXEMPLARY <input checked="" type="checkbox"/>
1a: Demonstrating knowledge of content and pedagogy.	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the instructional practices specific to that discipline.	Teacher's plans and practice reflect awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and actively builds on knowledge prerequisites when describing student instruction or seeking causes for student misunderstanding.

COMMENTS:

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input checked="" type="checkbox"/>	EXEMPLARY <input type="checkbox"/>
1b: Demonstrating knowledge of students.	Teacher demonstrates no knowledge of the students' backgrounds, cultures, skills, language proficiency, interests and special needs.	Teacher demonstrates little knowledge of the students' backgrounds, cultures, skills, language proficiency, interests and special needs.	Teacher seeks knowledge of the students' backgrounds, cultures, skills, language proficiency, interests and special needs.	Teacher has acquired and applies extensive knowledge of the students' backgrounds, cultures, skills, language proficiency, interests, and special needs.

COMMENTS:

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input checked="" type="checkbox"/>	EXEMPLARY <input type="checkbox"/>
1c: Setting instructional outcomes.	Instructional outcomes are unsuitable for students and represent low-level learning or are stated only as activities. They do not permit visible methods of assessment.	Instructional outcomes are suitable for some students; consist of activities and goals which allow some methods of assessment. They reflect more than one type of learning, but are not coordinated or integrated.	Instructional outcomes are suitable for most students in the class stated as goals reflecting high level learning and curriculum standards. They represent different types of learning and are capable of assessment.	Instructional outcomes take into account, individual student needs reflecting rigorous learning and curriculum standards are stated as goals that can be assessed, and offer opportunities for coordination and integration.

COMMENTS:

STANDARD 1: PLANNING AND PREPARATION - CONTINUED

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	EXEMPLARY <input checked="" type="checkbox"/>
1d: Demonstrating knowledge of resources.	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them.	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher is aware of resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district, on the Internet, and in the community to enhance own knowledge, to use in teaching, or for students who need them.

COMMENTS:

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input checked="" type="checkbox"/>	EXEMPLARY <input type="checkbox"/>
1e1: Designing coherent instruction. LEARNER ACTIVITIES	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes that are likely to engage some students in significant learning.	Teacher designs a series of learning experiences aligned to instructional outcomes to make them suitable to most students and likely to engage them in significant learning.	Teacher designs a series of differentiated learning experiences aligned to instructional outcomes to make them meaningful to all students and likely to engage them in significant learning.

COMMENTS:

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	EXEMPLARY <input checked="" type="checkbox"/>
1e2: Designing coherent instruction. MATERIALS AND RESOURCES	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	Most of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology to enhance learning.

COMMENTS:

STANDARD 1: PLANNING AND PREPARATION - CONTINUED

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	EXEMPLARY <input checked="" type="checkbox"/>
1f: Designing student assessment.	Teacher's plans for student assessment contain no clear standards, are poorly aligned with instructional outcomes, likely to have minimal impact on future instruction, or is inappropriate to many students.	Teacher's plan for student assessment is partially aligned with the instructional outcomes without clear standards, likely to have some impact on future instruction and inappropriate for at least some students.	Teacher's plan for student assessment is aligned with the instructional outcomes with clear standards that may impact future instruction.	Teacher's plan for student assessment is fully aligned with the instructional outcomes with clear standards, adapted for individuals, and impacts future instruction.

COMMENTS:

Standard Rating – 7 Elements total possible = 21

Exemplary $\begin{matrix} 4 \\ \underline{\quad} \end{matrix} \times 3 = \begin{matrix} 12 \\ \underline{\quad} \end{matrix}$	Exemplary: 18-21 and no unsatisfactory
Proficient $\begin{matrix} 3 \\ \underline{\quad} \end{matrix} \times 2 = \begin{matrix} 6 \\ \underline{\quad} \end{matrix}$	Proficient: 13-17 and no unsatisfactory
Developing $\underline{\quad} \times 1 = \underline{\quad}$	Developing: 8-12 and 1 unsatisfactory
Total = $\begin{matrix} 18 \\ \underline{\quad} \end{matrix}$	Unsatisfactory = 0-7 or 2 unsatisfactory ratings.

STANDARD 2: CLASSROOM ENVIRONMENT

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	EXEMPLARY <input checked="" type="checkbox"/>
2a: Creating an Environment of respect and rapport.	Negativity, insensitivity to cultural backgrounds, sarcasm, and put-downs characterize interactions both between teacher and students, and among students.	Interactions, both between the teacher and students and among students, reflect only occasional insensitivity to cultural or developmental differences among students.	Civility and respect characterize interactions, between teacher and students and among students. These reflect general caring, and are appropriate to the cultural and developmental differences among groups of students.	Students play an important role in ensuring positive interactions among students. Relationships between teacher and individual students are highly respectful, reflecting sensitivity to students' cultures and level of development.

COMMENTS:

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	EXEMPLARY <input checked="" type="checkbox"/>
2b: Establishing a culture for learning.	Teacher displays little or no energy, and conveys low expectations for student achievement. Students show little or no engagement in their work.	Teacher's attempt to create a culture for learning is partially successful. Students display minimal commitment to work and moderate expectations for achievement.	The classroom is positive and is characterized by high expectations. Students display commitment and engagement in their work.	High levels of student energy and teacher passion create a culture in which students and teacher share a belief in the importance of learning and hold themselves to high standards of performance.

COMMENTS:

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	EXEMPLARY <input checked="" type="checkbox"/>
2c: Managing classroom procedures.	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Instructional time is used effectively. Classroom routines, procedures, transitions, supplies, and the performance of non-instructional duties occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.

COMMENTS:

STANDARD 2 – CLASSROOM ENVIRONMENT - CONTINUED

ELEMENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
2d: Managing student behavior.	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is ineffective.	It appears the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards for conduct appear to be clear, student behavior is monitored against these standards, and response to misbehavior is appropriate, dignified, and effective.	Standards of conduct are clear with evidence of student participation in setting and monitoring them. Teacher's response to misbehavior is subtle and sensitive to individual needs.

COMMENTS

ELEMENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
2e: Organizing physical space.	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning.

COMMENTS:

Standard Rating – 5 Elements total possible = 15

Exemplary $\frac{5}{x3} = \frac{15}{}$	Exemplary: 13-15 and no unsatisfactory
Proficient $\frac{3}{x2} = \frac{6}{}$	Proficient: 9-12 and no unsatisfactory
Developing $\frac{2}{x1} = \frac{2}{}$	Developing: 5-8 and 1 unsatisfactory
Total = $\frac{15}{}$	Unsatisfactory = 0-4 or 2 unsatisfactory ratings.

STANDARD 3: INSTRUCTION

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	EXEMPLARY <input checked="" type="checkbox"/>
3a: Communicating with students.	Expectations for learning, directions and procedures, and explanations are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations are clarified after initial confusion. Teacher's use of language is correct, but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and lesson objectives are clear to students. Communications are appropriate to students' cultures and levels of development.	Expectations for learning, directions and procedures, and lesson objectives are clear to students. Teacher's oral and written communication is clear and appropriate to students' cultures and levels of development and anticipates possible student misconceptions.

COMMENTS:

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	EXEMPLARY <input checked="" type="checkbox"/>
3b: Using questioning and discussion techniques.	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher's attempts to engage students in the discussion are only partially successful.	Teacher's questions are high order, eliciting a thoughtful response, and the teacher allows sufficient time for students to answer. Students participate in the discussion.	High order questions reflect high expectations and are culturally and developmentally appropriate. Students formulate questions and teacher ensures all voices are heard. Teacher steps aside when appropriate.

COMMENTS:

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input checked="" type="checkbox"/>	EXEMPLARY <input type="checkbox"/>
3c: Engaging students in learning.	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or student's cultures or levels of understanding, resulting in little intellectual engagement.	Activities and assignments, materials, and grouping of students are partially appropriate to the instructional outcomes, or student's cultures or levels of understanding, resulting in moderate engagement.	Activities and assignments, materials, and grouping of students are appropriate to the instructional outcomes, and student's cultures and level of understanding, resulting in high levels of intellectual engagement.	Students are intellectually engaged throughout the lesson and make significant contributions to the activities. The lesson is adapted to the needs of individuals, and structure and pacing allow for student reflection and closure.

COMMENTS:

STANDARD 3: INSTRUCTION – CONTINUED

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input checked="" type="checkbox"/>	EXEMPLARY <input type="checkbox"/>
3d: Using assessment in instruction.	Assessment is not used in instruction, either through students' awareness of the assessment criteria or monitoring of progress by teacher or students. Feedback to students is not provided.	Assessment is occasionally used in instruction, through some monitoring of progress by teacher and/or students. Feedback to students is uneven and students are aware of some assessment criteria.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are aware of assessment criteria.	Assessment is used to plan instruction and evaluation. Monitoring of progress is done by both students and teacher, and high quality feedback is evident.

COMMENTS:

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	EXEMPLARY <input checked="" type="checkbox"/>
3e: Demonstrating flexibility and responsiveness.	Teacher adheres to the instruction plan, even when lesson is ineffective or students are not engaged. Teacher does not effectively respond to student questions.	Teacher attempts to modify lesson when needed to respond to student questions with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw on.	Teacher promotes the successful learning of all students, making adjustments as needed to instructional plans and accommodates students' questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

COMMENTS:

Standard Rating – 5 Elements total possible = 15

Exemplary $\frac{3}{9} \times 3 = \underline{\quad}$ Exemplary: 13-15 and no unsatisfactory

Proficient $\frac{2}{4} \times 2 = \underline{\quad}$ Proficient: 9-12 and no unsatisfactory

Developing $\underline{\quad} \times 1 = \underline{\quad}$ Developing: 5-8 and 1 unsatisfactory

Total = $\frac{13}{13}$ Unsatisfactory = 0-4 or 2 unsatisfactory ratings.

STANDARD 4 – PROFESSIONAL RESPONSIBILITIES

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	EXEMPLARY <input checked="" type="checkbox"/>
4a: Reflecting on teaching.	Teacher does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesson could be improved.	Teacher provides a partially accurate and objective description of the lesson, but does not cite specific evidence. Teacher makes only general suggestions as to how the lesson might be improved.	Teacher provides an accurate and objective description of the lesson, citing specific evidence. Teacher makes some specific suggestions as to how the lesson might be improved.	Teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. Teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.

COMMENTS:

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	EXEMPLARY <input checked="" type="checkbox"/>
4b: Maintaining accurate records.	Teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion.	Teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially successful.	Teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and successful with basic use of technology.	Teacher's system for maintaining both instructional and non-instructional records are highly effective using advanced technology support, and student contributions are appropriate.

COMMENTS:

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input checked="" type="checkbox"/>	EXEMPLARY <input type="checkbox"/>
4c: Communicating with families.	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate.	Teacher adheres to school procedures for communicating with families. Communication about the instructional programs and/or individual students is limited. Communications are not always appropriate to the families' culture.	Teacher communicates frequently with families about the instructional program and/or individual students. Information to families about individual students is conveyed in a culturally appropriate manner.	Teacher successfully engages families in the instructional program. Teacher's communication with families about the instructional program and/or individual students is frequent and sensitive to cultural traditions. Students participate in the communication when appropriate.

COMMENTS:

STANDARD 4 – PROFESSIONAL RESPONSIBILITIES -CONTINUED

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input checked="" type="checkbox"/>	EXEMPLARY <input type="checkbox"/>
4d1: Participating in a professional community.	Teacher resists participating in a professional community or in school and district events and projects.	Teacher becomes involved in the professional community and in school and district events and projects with some reluctance.	Teacher participates actively in the professional community, and in school and district events and projects.	Teacher makes a substantial contribution to the professional community, to school and district events and projects.

COMMENTS:

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input checked="" type="checkbox"/>	EXEMPLARY <input type="checkbox"/>
4d2: Participating in a professional community.	Relationships with colleagues are negative or self-serving.	Relationships with colleagues are cordial.	Maintains positive and productive relationships with colleagues.	Teacher actively promotes positive, productive relationships with colleagues through leadership roles.

COMMENTS:

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input checked="" type="checkbox"/>	EXEMPLARY <input type="checkbox"/>
4e1: Growing and developing professionally.	Teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues.	Teacher participates in required professional development activities, but makes limited contributions to the profession.	Teacher seeks out opportunities for professional development based on an individual need or interest and actively shares expertise with others.	Teacher actively pursues professional development opportunities, and initiates activities to contribute to the profession.

COMMENTS:

STANDARD 4 – PROFESSIONAL RESPONSIBILITIES -CONTINUED

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input checked="" type="checkbox"/>	EXEMPLARY <input type="checkbox"/>
4e2: Growing and developing professionally.	Is resistant to feedback from supervisors or colleagues.	Accepts feedback from supervisors or colleagues.	Welcomes feedback from supervisors or colleagues.	Seeks out feedback from supervisors and colleagues.

COMMENTS:

ELEMENT	UNSATISFACTORY <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	PROFICIENT <input checked="" type="checkbox"/>	EXEMPLARY <input type="checkbox"/>
4f: Demonstrating professionalism.	Teacher has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Teacher demonstrates minimal compliance with school and district regulations and timelines.	Teacher is honest and well-intentioned in serving students and contributing to decisions in the school, but attempts to serve students are limited. Teacher complies minimally with school district regulations and timelines.	Teacher displays a high level of ethics and professionalism in dealings with students, parents and colleagues. Teacher complies fully and voluntarily with school district regulations and timelines.	Teacher maintains and models the highest ethical standards to ensure district regulations and timelines are followed and that all students, parents and colleagues are honored.

COMMENTS:

Standard Rating – 8 Elements total possible = 24

Exemplary $\frac{2}{6} \times 3 = \frac{12}{12}$ Exemplary: 19-24 and no unsatisfactory

Proficient $\frac{1}{6} \times 2 = \frac{2}{6}$ Proficient: 14-18 and no unsatisfactory

Developing $\frac{1}{6} \times 1 = \frac{1}{6}$ Developing: 8-13 and 1 unsatisfactory

Total = _____ Unsatisfactory = 0-7 or 2 unsatisfactory ratings.

SUMMATIVE COMMENTS:

Mr. Knight is a long time member of the Schoenbar staff. Over the years, he has become a master teacher with established routines and procedure that promote student involvement and seamless transitions within the classroom. His thoughtfully planned lessons, activities, and assessments hold students accountable for their learning and are equally engaging and rigorous. Mr. Knight continually refines his teach materials and strategies, enhancing existing lessons and activities with new material. He has participated in district level Science Curriculum committees and KEA negotiations. Mr. Knight is a valuable member of the SMS team!

KETCHIKAN GATEWAY BOROUGH SCHOOL DISTRICT **MENTORING GOAL**

GOALS

- Improve teaching performance and student learning.
- Ease transition into teaching at KGBSD.
- Support and insure retention of highly qualified educators.

What kind of “new” teacher is the program intended to serve?

- A. Teachers new to the profession.
- B. Experienced teachers new to KGBSD.
- C. Teachers on the progressive/corrective action or needs improvement plan.
- D. Teachers in a new teaching discipline.

LENGTH OF PROGRAM.

- A. 2 years (Yr. 1 – consult, survive, support; Yr. 2 – growth & teaching strategies)
- B-D. 6-12 months (with the possibility of extension)

MENTOR SELECTION

- Mentors are selected as part of the goal cycle/self-directed goal process.
- Administrator approval of self-directed goal request.
 1. Interested staff completes and submits professional goal.
 2. Administrator reviews and matches mentor with protégé.
- Selection Criteria
 1. Same department/content area (align as close as possible).
 2. Minimum three years successful teaching experience at KGBSD. (Five total years of experience.)
 3. Progressive thinkers, highly skilled and earned esteem of colleagues.
 4. Possess a positive attitude toward the school and district.

MENTOR REQUIREMENTS

- Providing time before school begins in the fall and then on-going.
- Free up time for mentor observations of protégé.
- Time for training in mentoring strategies.

HANDLING UNSUCCESSFUL MENTORING/PROTÉGÉ RELATIONSHIPS

- A. Direct approach of expectations.
- B. Mediation if necessary.
- C. Reassign if needed.
- D. Administrative involvement.

MENTOR ROLES

- Emotional support.
- Confidentiality.
- Teach survival skills.
- Teach organizational, management & teaching skills.
- NOT a punitive evaluator.
- Create a community inside and outside the school.

Time balance for mentor.

	Consult	Collaborate	Coach
Year 1	50	40	10
Year 2+	10	30	60

**The percent are also somewhat contingent on the protégé.

MENTOR TRAINING AND SUPPORT

1. Half day training in June after school year.

Training overview

- Expectations, timeline of activities, time commitments & goals are outlined.
- Training, modeling and practice of mentoring methods

PROGRAM ACTIVITIES

- Mentor observation of protégé (followed by debriefing/discussion).
- Frequent mentor/protégé meetings to discuss lessons, discipline, classroom management, methods, strategies and any other needs/topics.
- Mentor is a confidant & provides mental/emotional support.
- Implement best pedagogical methods/practices (may involve research of methods).
- Provide a safe/trusted/non-evaluative/accessible source for answers/consultation.
- Several “critical” meetings to plan for major events (P/T conferences, end of semester, etc.)

ACCOUNTABILITY AND PROGRAM EVALUATION

How are required mentor protégé activities monitored?

- Mentor reports to principal twice a year.
- Protégé reports to principal twice a year.
- Mentor submits completed goal work.

MENTORING GOAL – ACCOUNTABILITIES.

MENTOR: _____ DATE: _____ SCHOOL YEAR: _____ BUILDING: _____

PROTÉGÉ: _____ YEARS OF EXPERIENCE: _____

ESSENTIAL COMPONENTS

DAY 1	DAY 2	DAY 3	DAY 4
<p>Intro to Mentoring Program Meeting with protégés to have purpose and scope of program described & outlined</p> <p>Familiarize with school policies & procedures</p> <ul style="list-style-type: none"> - student handbook - sub requests - leave forms - field trip forms - discipline forms - fire drills, etc. - phone tree - phone use - internet/CPU use - school website - expected duties <p>School Tour – emphasize: location of supplies, materials, introduction to critical personnel & operation of equipment</p> <p>Orientation to Ketchikan</p> <ul style="list-style-type: none"> - demographics - activities/recreation - medical info - businesses 	<p style="text-align: center;">Start w/ brief (10-15 minutes) Q&A from yesterday's topics</p> <hr style="width: 100%;"/> <p>Protégé and mentor meeting time</p> <ul style="list-style-type: none"> - lesson planning strategies (long & short term) - aligning lessons to curriculum goals - copy of curriculum <p>RTI/PBS</p> <ul style="list-style-type: none"> - requirements - expectations <p>Testing Mandates</p> <p>Powerschool training</p> <ul style="list-style-type: none"> - setup - assignments - reports - on-line access <p>Department tour and orientation</p> <ul style="list-style-type: none"> - policies, staff, material access (& locations) that are unique to department 	<p>Teaching strategies Day</p> <ul style="list-style-type: none"> - use of technology (powerpoint, smart board, websites, outlook, excel, others?) - planning curriculum and/or lessons - methods of assessment - adaptations of curriculum/instruction - academic standards - resources for exceptional students - instructional strategies - strategies for students w/ disabilities - creating sub lessons - time management ideas <p>Contacting parents</p> <ul style="list-style-type: none"> - methods & forms - “problem” child - “problem” parent - P/T conference 	<p>District Office Orientation</p> <ul style="list-style-type: none"> - meet staff & learn their duties - meet Superintendent - other? <p>Union Q & A (by bldg. rep)</p> <ul style="list-style-type: none"> - Familiarize with district policies - teacher contract - KEA rep - Paperwork <p>Meet with administrators for orientation</p> <ul style="list-style-type: none"> - evaluation process - faculty handbook - student handbook - budget & ordering - expectations & duties - forms - professional development

MENTOR LOG

MENTOR: _____ PROTÉGÉ: _____

DATE	ACTIVITY	NOTES AND SUMMATION
5/29/2020		

KETCHIKAN GATEWAY BOROUGH SCHOOL DISTRICT
LEARNING PLAN

NAME: _____ YEAR: _____

Step 1 – Select a research area and goal:

Criteria for selecting the goal:

- Represents new challenges and learning.
- Inspires you to reflect on teaching and learning.
- Doable and useful.
- Aligns with a professional standard and/or research.
- Improves instruction and learning.

Goal area:

Step 2 – Goal Statement:

The SMART goal setting methods can help you keep focused and be clear on the what, why and how of the goal.

- S = Specific
- M = Measurable
- A = Attainable
- R = Realistic
- T = Timely

Goal statement:

Step 3 – Rationale:

State the rationale for your goal and the standard or research providing the framework for your goal.

Rationale statement:

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Step 4 – Expected outcomes:

- Teacher outcome(s): What is/are your expected outcome(s)?
- Student outcome(s): How will accomplishing the goal(s) positively impact students?

Teacher outcomes:

Student outcomes:

Step 5 – Growth opportunities/research: List growth opportunities and research that support your goal. These are opportunities and research in which you engage.

Examples include:

- Anecdotal
- Authentic teacher-made materials.
Designing quality work for students.
- Individual or group action research
- Data collection analysis.
- Log entries.
- Reflective journals.
- Videotaped lessons.
- Peer coaching (peer-peer).
- Surveys
- Journals
- Team teaching
- School visits
- Cognitive coaching

Notes/Timelines:

Step 6 – Conclusion: Prepare a final summary of your progress toward your goal. (Attach)

Possible thoughts might include responses to:

- What worked well in achieving your goal?
- How will your teaching be affected?
- In what ways was this personally meaningful?
- What would you have done differently to achieve your goal, and why?
- What recommendations could you make to others on the basis of your findings?
- Based on what you have learned, what future studies would you consider doing to help your students learn?
- What could you share with other teachers to help them improve instruction?

Professional Growth - Ketchikan Gateway Borough School District

Name: _____ Start Date: _____ Completion Date: _____ School: _____ Grade Level/Subject: _____ Initiated by: _____	Professional Growth Plan is developed between the principal and teacher when a teacher is unsatisfactory in any element or developing on one or more standards.
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Standard or Element. Area of focus.

Goal(s) stated in terms of performance outcomes:

1. _____
2. _____
3. _____

Strategies: What teacher will do to achieve goal(s)?	Source of Data/Proof/Evidence:

Summation/Results: Were goals achieved? How did they impact instruction and student learning?

Satisfactory Completed Y <input type="checkbox"/> N <input type="checkbox"/>	<table style="width: 100%;"> <tr> <th colspan="2" style="text-align: center;">Signatures</th> </tr> <tr> <td style="width: 50%;">Principal: _____</td> <td style="width: 50%;">Date: _____</td> </tr> <tr> <td>Employee: _____</td> <td>Date: _____</td> </tr> </table>	Signatures		Principal: _____	Date: _____	Employee: _____	Date: _____
Signatures							
Principal: _____	Date: _____						
Employee: _____	Date: _____						

Ketchikan Gateway Borough School District – Targeted Plan For Improvement

Name: _____ Start Date: _____ Completion Date: _____ School: _____ Grade Level/Subject: _____ Initiated by: _____ T team Members: _____ KEA Member: _____	Targeted PFI any unsatisfactory on any Standard requires a Targeted Plan For Improvement. *TPFI requires a team approach. Principal, teacher and up to three team members. One member from principal recommendation one from teacher choice & KEA representative. *No more than two TPFI can be in place at one time. Form must be signed by both parties.
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DOMAIN _____ Standard: _____ Element: _____ Other: _____	Goal(s) stated in terms of measurable performance outcomes: (1-3 per domain) 1. _____ 2. _____ 3. _____	Source of Data/Proof/Evidence: _____
Strategies: What teacher will do to achieve goal(s)? _____		

Summation/Results: To be completed by the Principal. Were goals achieved? How did they impact instruction and student learning?

Signatures: Principal: _____ Original Start Date: _____ Employee: _____ Original Start Date: _____	Signatures: Principal: _____ Completion Date: _____ Employee: _____ Completion Date: _____
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Targeted Plan For Improvement Implementation Timelines

1. Principal schedules a conference with the employee to discuss areas of concern and to notify the employee that they will be placed on a Targeted Plan For Improvement, (TPFI). Timelines start with initial meeting.
2. Within **5 work days** of the first meeting the principal will notify the employee of the team member they have selected and the employee will notify the principal of their selected team member.
3. Within 10 work days of the first meeting the principal will schedule a meeting, at the end of the school day, for the first team meeting.
First team meeting:
 - a. The area(s) targeted for improvement will be identified by the principal.
 - b. Team will develop appropriate goals and strategies to address identified targeted areas. (If more time is needed a second meeting will be scheduled within **5 work days**)
 - c. Team will develop timelines. Minimum of 90 work days, maximum of 180 work days for substantial improvement.
 - d. Team will develop timelines for team member observations and classroom visits. During observations and classroom visits, team members serve as mentors and coaches. They do not serve in an evaluative capacity.
4. Principal will make first formal observation within **15 work days** of targeted plan implementation. After the observation the principal will provide the employee and team members with written feedback regarding observed progress on identified goals within **5 work days**.
5. Principal will make second formal observation within **30 work days** of targeted plan implementation. After the observation the principal will provide the employee and team members with written feedback regarding observed progress on identified goals.
6. Principal will make a final observation before the end of the timeline.
8. The principal will schedule a meeting with employee and team members for a final summation of progress on the Targeted Plan For Improvement. The Targeted Plan ends if goals have been achieved. If goals have not been achieved the Targeted Plan may be extended. In cases of non-compliance or minimal effort on the part of the employee the principal may move directly to a recommendation for non-renewal of employment in the next contract year.

*Written disagreements by employee must be submitted to the Principal within **72 hours** of the original notification of information.

