
ESEA Flexibility Request for Window 3

ALASKA

Amended Principle 2 as approved June 5, 2014



June 7, 2012

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COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: Alaska Department of Education & Early Development	Requester's Mailing Address: 801 West 10 th Street, Suite 200 P.O. Box 110500 Juneau, AK 99811-0500
State Contact for the ESEA Flexibility Request Name: Margaret MacKinnon Position and Office: ESEA Administrator, Division of Teaching and Learning Support Contact's Mailing Address: 801 West 10th Street, Suite 200 P.O. Box 110500 Juneau, AK 99811-0500 Telephone: 907-465-2972 Fax: 907-465-6760 Email address: margaret.mackinnon@alaska.gov	
Chief State School Officer (Printed Name): Mike Hanley, Commissioner	Telephone: 907-465-2800
Signature of the Chief State School Officer: <div style="text-align: center; font-family: cursive; font-size: 1.2em; margin: 10px 0;">  </div> X _____	Date: 5/15/2013
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

- 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or

restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*.

- 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools that meet the definition of "reward schools" set forth in the document titled *ESEA Flexibility*.
- 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.
- 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.
- 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools that meet the definition of "priority schools" set forth in the document titled *ESEA Flexibility*.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

- 11. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.
- 12. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA's State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools.

13. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not otherwise rank sufficiently high to be served under ESEA section 1113.

ASSURANCES

By submitting this request, the SEA assures that:

- 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.
- 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)
- 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)
- 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools as well as make public its lists of priority and focus schools if it chooses to update those lists. (Principle 2)
- 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, all teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later than the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

- 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)
- 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.
- 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).
- 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).
- 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.
- 14. It will report annually on its State report card, and will ensure that its LEAs annually report on their local report cards, for the “all students” group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the State’s annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. It will also annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively.

If the SEA selects Option A in section 3.A of its request, indicating that it has not yet developed and adopted all the guidelines for teacher and principal evaluation and support systems, it must also assure that:

- 15. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2012–2013 school year. (Principle 3)

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State’s Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

Introduction. In preparing the elements of this waiver application, Alaska has consulted with both educators and diverse groups. First, for both Principle 1 (standards) and Principle 3 (teacher and administrator evaluation), the process of consultation with the public began over two years ago, and the record of the consultation is quite detailed. For Principle 2, the record of consultation begins with the preparation of this waiver application. Because the three principles have been introduced to the public at different times, the Alaska Department of Education & Early Development (EED) will address the record of consultation on each principle separately.

Before turning to the actual record of consultation, EED will describe the solicitation/advertising processes that were used frequently to solicit public input and participation:

- **Information Exchange.** *Information Exchange* is EED’s weekly electronic newsletter. It is emailed to approximately 800 entities, including all school districts, the media, and others interested in education. School district superintendents are sent a web link to the *Information Exchange* so they have a convenient way to forward it to district personnel. Potentially, each week thousands of Alaska educators see the *Information Exchange*. The *Information Exchange* is available at EED’s web site.
- **Proposed regulations.** When a regulation is first proposed, the public is given advance notice when the State Board of Education & Early Development’s agenda is published, usually two weeks before a meeting. The public has an opportunity to give oral comment on agenda and non-agenda items. Before the State Board considers the regulation for adoption, it must send the proposal out for public comment. Standard public comment for most items is more than two months, to coincide with the State Board’s regular quarterly meetings, but on items of special interest the State Board will extend public comment to encourage more participation.
- **Advertising proposed regulations.** EED advertises proposed regulations: a) on its website, with a method to comment online; b) on the online State of Alaska public notice web page; c) in notices in the Anchorage Daily News, the state’s largest-circulation newspaper, which is widely distributed in rural Alaska; d) by mailing approximately 700 notices to education stakeholders, including the media, public libraries, and all public schools; and e) by inserting notices (each week up to the deadline to comment) in *Information Exchange*. Notices are emailed to the Alaska Department of Law, all members of the Alaska Legislature, and the Legislative Affairs Agency.
- **Adoption of proposed regulations.** After written public comment closes, EED staff reviews all public comments and makes recommendations to the State Board for changes to the proposed regulations. All written public comment is collected and forwarded to the State

Board. The public has an additional opportunity to provide oral testimony at the State Board meeting where the proposed regulation is being considered for adoption. Testimony by teleconference is welcome, and Legislative Information Office teleconference lines, available throughout Alaska including several remote sites, are open for this purpose.

- **Reporting of State Board action.** After each meeting of the State Board, EED reports regulatory actions in an electronic news release to the media; repeats the release once in the *Information Exchange* and places it on the front page of the department’s web site; and places the proposed regulation on the EED regulation webpage and in the State of Alaska online public notice webpage.

Principle 1: Engagement of educators and their representatives in the standards-setting process.

Summary: A large group of stakeholders, working together for over a year, developed Alaska’s new college- and career-ready content standards in English/language arts and mathematics for grades kindergarten to 12. The proposed standards were widely circulated, and EED sought public input. After an extended period of public comment, the State Board formally adopted the standards on June 8, 2012.

Evidence:

- (1) **History.** In 2009, Alaska launched a project to replace its existing content standards in English/language arts and mathematics, which had last been revised and adopted in 2005. The project was called Next Generation Standards. Alaska did not join the Common Core State Standards initiative specifically so that EED could consult with stakeholders in the standards-adoption process. (See Attachment C.16)
- (2) **Drafting process.** Several working groups were formed to draft the new content standards that were college- and career-ready. The working groups met in central locations. The working groups drafted content standards for each content area and age group. (See Attachment C.15)
- (3) **Selection of educator participants.** More than 200 educators participated in the working groups. EED encouraged all educators to participate in the groups. It sent recruitment notices to its database of past committee volunteers (about 700 educators), all universities/colleges in Alaska, and all school district superintendents. The participants provided representation from each of the following: 1) Geographic representation of each region of the state (in Alaska, this is a very challenging criterion); 2) teacher representation from all content areas and grade levels; 3) teacher representation from all major subgroups, including special education and Alaska Native; 4) teacher union representation; 5) principal and superintendent-level participation; and 6) higher education representation. Specific attendance for each meeting broken down by special education and limited English proficiency educator was as follows (SSOS refers to the State System of Support):

<u>Meeting</u>	<u>Participants</u>	<u>SPED</u>	<u>LEP</u>
2010 February Common Core Comparison	52	3	3
2010 October Career & College Standards Review	32	2	4
2010 November Career & College Standards Review	50		
2011 January Career & College Standards Review	39	3	5
2011 February Career & College Standards Review	43	3	4
2011 June SSOS Standards Review	10		

2011 October College & Career Standards Review	60	3	4
2011 November College & Career Standards Review	56	18	14

- (4) **Meetings of working groups.** The working groups met in-person eight times over 13 months, in different locations across the state. (In Alaska, this is very challenging and very expensive. Cost to EED for these meetings was more than \$300,000.) Groups composed of participants representing different stakeholders would meet at tables, and the drafting process was a collaborative effort among the participants. (See Attachment C.15)
- (5) **Updating of educators during the drafting process.** During its review of Alaska’s English/language arts and mathematics content standards for revision, EED frequently placed notices regarding the process in *Information Exchange*. The updating included the following:
- Sept. 23, Oct. 22 and Oct. 29, 2010: Noticed a Nov. 18-19 meeting between EED and universities, industries, vocational programs, and high schools to outline Alaska’s content standards in English/language arts and mathematics. Invited interested people to participate.
 - Jan. 14, 2011: Noticed a Feb. 15-16 review of Alaska’s college- and career-ready standards. Expressly invited mathematics teachers, curriculum specialists, special education teachers, and teachers of English language learners.
 - Sept. 23 and Sept. 30, 2011: Noticed a meeting on Oct. 11-12 related to text complexity in English/language arts and standards for mathematical practice. Expressly invited K-12 teachers in mathematics and language arts, school librarians, and high school career and career and technical educators.
- (6) **Regulation process.** On December 16, 2011, the State Board sent out the proposed content standards for a five-month period of public comment.
[http://www.eed.state.ak.us/State Board/minutes/2011_12_15_16minutes.pdf](http://www.eed.state.ak.us/State_Board/minutes/2011_12_15_16minutes.pdf) at page 7)
- (7) **FAQ.** In addition to the extensive public notice provided for all regulations (see Introduction, above), after noticing Alaska’s proposed standards for public comment, EED emailed a six-page FAQ about the standards and copies of the standards to dozens of entities, inviting them to comment. The following education entities received the FAQs: university faculty and administrators, instructors in high school and postsecondary career and technical schools, and faith-based colleges.
- (8) **Webinars and public meetings.** During the public comment period, EED held more than 30 webinars and in-person meetings to inform and consult with the public about the proposed college- and career- ready standards. Efforts to specifically target educators included:
- **Special education.** Feb. 23, 2012: Presentation to Alaska Statewide Special Education Conference. Also, EED specifically encouraged special educators to attend webinars.
 - **Rural educators.** EED made a special effort to seek feedback from rural Alaska, which has a high concentration of low-performing schools, Alaska Native students, and English learner (EL) students. Presentations on the proposed standards in remote sites included:
 - February 7, 2012: Galena School District (Galena).
 - February 24 and March 13, 2012: Kuspuk School District (Aniak).
 - March 8, 2012: Lower Kuskokwim School District (Bethel).
 - March 15, 2012: Southwest Region School District (Dillingham).

- March 27, 2012: Northwest Arctic Borough School District (Kotzebue).
- March 28, 2012: Hoonah School District (Hoonah).
- April 17, 2012: Nome School District (Nome).
- April 26, 2012: North Slope Borough School District (Barrow).
- May 9, 2012: Kashunamiut School District (Chevak).
- **EL.** April 25, 2012: Presentation to the Bilingual Multicultural Equity in Education Conference in Anchorage.
- **Urban school districts.** In addition to all other general presentations and workshops, EED made on-site presentations to school districts in Kenai, Fairbanks, and Kodiak.
- **Standards Webinars.** Before finalizing the proposed college- and career-ready standards for presentation to the State Board, EED invited educators and the public to attend a series of 10 webinars on the standards. Attendance (not including those who later listened to the recordings) was as follows:

<u>Date</u>	<u>Type</u>	<u>Number Attended</u>	<u>Number RSVP</u>	<u>Non-Educators Attended</u>
6-Feb	Overview	31	50	1
8-Feb	ELA	19	36	2
9-Feb	Mathematics	18	43	1
21-Feb	ELA	5	7	0
22-Feb	Mathematics	9	13	0
5-Mar	ELA	6	11	0
6-Mar	Mathematics	2	3	0
20-Mar	ELA	0	2	0
21-Mar	Mathematics	0	2	0
4-Apr	ELA	0	6	0
5-Apr	Mathematics	2	4	0
17-Apr	ELA	0	2	0
18-Apr	Mathematics	0	1	0

Extensive evidence of invitations is available. In addition, the August 2012 webinars described in more detail under Principle 2, below, solicited feedback on the entire waiver application, including Principle 1.

- **Higher education.** Involvement of higher education educators included a pre-adoption validity study, which required extensive work with university instructors who taught first-year students. Higher education participation was targeted in the webinars, and the deans of the colleges of education at all Alaska universities were individually encouraged to attend.
- **CTE.** February 1-3, 2012: Presentation to school district career and technical coordinators in Anchorage.
- **Institutes and training.** On January 23 and February 16-19, 2012, EED trained coaches and mentors, who serve as independent contractors and interface with educators, so they could inform educators in the field about the standards. Presentations to educational leaders, including rural educators who were training to become principals, occurred May 23-25 and May 29, 2012, at the Summer Literacy Institute and the School Leadership Institute.

- **Title I Committee of Practitioners.** On April 18, 2012, the proposed English/language arts and mathematics standards were discussed at the Title I Committee of Practitioners meeting as part of the overall presentation on the Elementary and Secondary Education Act (ESEA) flexibility waiver requirements. (Alaska Standards Rollout Plan at pages 1-7). Additional evidence available upon request. Note that the Alaska standards adoption process was wholly independent of this application for flexibility, and that EED planned and executed the extensive consultation documented here before the decision was made to apply for a waiver.
- (9) **Educator comments.** During the public comment period for the proposed regulations, general comments were received from 12 educators and one non-educator. Comments on the proposed college- and career-ready English/language arts standards were received from nine educators, two non-educators, two districts, and one university. Comments on the proposed mathematics standards were received from nine educators and one district. During the regulations process, the State Board made approximately 43 changes to the proposed regulations in response to public comment. During the entire public process, in response to all stakeholder comment, EED staff made over 150 changes to the proposed English/language arts standards and over 150 changes to the mathematics standards. ([http://www.eed.state.ak.us/State Board/pdf/12_june_packet.pdf](http://www.eed.state.ak.us/State_Board/pdf/12_june_packet.pdf) at 282-348 [Note: EED’s internal public comment tracking form is not attached, but would be available upon request.])
 - (10) **Adoption.** On June 7, 2012, the State Board held an oral hearing at which the public had an additional opportunity to comment on the proposed content standards. On June 8, 2012, after consideration of public comment, the State Board adopted into regulation Alaska’s revised content standards for English/language arts and mathematics. (See Attachment 4)
 - (11) **Post-adoption outreach.** EED will continue outreach and training for educators, including planned sessions with special education directors and NEA-Alaska. For a list of post-adoption outreach, see Attachment C.14. See also <http://www.eed.state.ak.us/tls/assessment/GLEHome.html>. (EED website with extensive information and support materials for new standards).
- I. Principle 2: Engagement of educators and their representatives in the development of Alaska’s System of School Recognition, Accountability, and Support.

Summary: EED will base its recognition, accountability, and support for schools on an index and revised Annual Measureable Objectives (AMOs). The index was designed to be simple and responsive to public comment, and the accountability plan includes elements currently in State regulation that were adopted through a public process. EED publicized its proposed system, requested feedback from educators, and made changes in response to educator input.

Evidence:

- (1) **The Index.** After the U.S. Department of Education (USED) announced the availability of Window 3, a team of EED staff drafted a proposed accountability framework based on an index of several indicators. The index, called the Alaska School Performance Index (ASPI), was designed to be easily understood and easily amended to facilitate stakeholder input. All indicators included in the ASPI are scored on a 100-point scale. Each indicator is then weighted by importance so that the total index equals 100 points. This methodology makes

it very easy for stakeholders to give input on: a) what indicators should be included; b) how to configure the 100-point scale by which an indicator is measured; and, c) the weight to be given each indicator.

- (2) ***Use of existing state accountability.*** EED’s proposal draws heavily from existing State accountability that educators already know and use. For example, the growth and proficiency index that will be used as the school progress indicator is in regulation at 4 AAC 33.540. This model is used in the current state identification of schools for state intervention, 4 AAC 06.872, and in identification of School Improvement Grant (SIG) grantees. Significantly, an education advocacy organization, Council for the Educational Advancement of Alaska’s Children, specifically selected this model as the appropriate method to identify low-performing schools in the settlement of a lawsuit on educational adequacy, *Moore v. State*, Case No. 3AN-04-9756 CI. In addition, the diagnostics that will be applied to determine accountability after schools are ranked under ASPI, described in 4 AAC 06.850, already have been through the public comment process, and are used by educators in a variety of ways, including a computerized school improvement tool. In short, educators were consulted during the development of the pre-existing elements built into the proposal, and their familiarity with these elements has facilitated their understanding and feedback.
(http://education.alaska.gov/news/releases/2012/state_settles_moore_lawsuit.pdf)
- (3) ***Outreach to superintendents.*** On July 30, 2012, during EED’s summer conference for school district superintendents, EED provided an overview of the waiver’s principles, and held breakout sessions and a Q&A session on the State’s proposed accountability system. The superintendents asked questions and suggested changes. The first suggested change was to add an additional point value for attendance between 70% and 85%. This change was made. The other significant change was to incorporate ACT and SAT scores as well as scores for WorkKeys certificates into the College and Career Ready indicator. This change was incorporated into the ASPI index. Superintendents raised other questions that were addressed by including more specifics in the proposal language to clarify the requirements. Several superintendents voiced support for the proposed accountability system, and indicated that they and their staff would closely analyze the State’s draft application. (See Attachments 2, C.6, and C.7)
- (4) ***Outreach to educators regarding decision to apply.*** On May 30, 2012, EED invited educators to participate in a webinar to address whether the State should apply for a waiver and possible ideas for a school performance index system. Representatives from eight districts participated in the webinar, and indicated support for the application and cautious support for the concept of using an index. (See Attachments C.4, and C.5)
- (5) ***Outreach to districts regarding AMO freeze.*** On May 31, 2012, EED notified school district superintendents and federal program coordinators that the State intended to apply to freeze the AMO targets in order to allow time to create an application for the flexibility waiver for the September submission date. Two comments were received, both in support of the AMO-freeze waiver. Because the decision to freeze the AMO targets required a regulation change, the concept went through a public process, including oral comment at two State Board meetings, and an opportunity to provide written comment. (See Attachments 1 and 2)
- (6) ***Outreach to educators regarding application.*** EED posted a draft of the state’s waiver application on its website on August 6, 2012. (Note: these webinars covered all three principles.) On August 3, 2012, EED sent an email invitation to a large number of stakeholder groups throughout the state to participate in one of three webinars scheduled during the week of August 13 to learn about the State’s waiver proposal. The invited

stakeholders included school districts and education organizations. The webinars also were announced through *Information Exchange*. The State presented the draft proposal during webinars on August 13, August 15, and August 16, 2012. More than 25 participants attended the webinar, including staff from ten school districts.

- (7) **Planned Adoption.** Revising regulations for Alaska’s System of School Recognition, Accountability, and Support requires repealing current regulations that are required by ESEA. In anticipation of the approval of Alaska’s waiver request, new regulations were proposed at the March 13 meeting of the Alaska State Board of Education and are currently out for public comment to allow adoption at the June 2013 meeting of Alaska’s State Board of Education & Early Development. This timing is critical if new regulations are to go into effect for the 2013-2014 school year. Post-adoption outreach will include targeted involvement of stakeholders.

II. Principle 3: Engagement of educators and their representatives in the process of supporting effective instruction and leadership.

Summary: EED has been working for more than two years with educators to put into law a more extensive state framework for meaningful and serious evaluation of teachers and administrators. That framework meets the requirements of this application and is currently out for public comment.

Evidence:

- (1) ***Pre-existing state guidance on teacher evaluation.*** In 1997, in response to legislation requiring school districts to base evaluations on standards adopted by the State Board, EED convened a professional evaluation project committee of educators, parents, NEA-Alaska, school board members, and others. The Evaluation Handbook, which resulted from this extensive consultation with educators, addressed many of the requirements of this application. (See Attachment 3.1)
- (2) ***The Teacher Quality Working Group.*** Immediately after Alaska’s 2009 Education Summit, EED formed the Teacher Quality Working Group to work on issues affecting teacher quality. A specific task set to the group in 2009 was to provide input and consult on providing a statewide framework for teacher and administrator evaluation.
 - ***Membership:*** the working group consisted of 42 members, 33 of whom were educators, former educators, or school district employees. Of special note are the following educators:
 - Five educators from rural Alaska, including the State’s rural education director. These educators provided input on both the Alaska Native subgroup and the English learner subgroup.
 - Two special education teachers.
 - The program coordinator for University of Alaska Southeast Special Education Teacher Preparation Program.
 - Representative from NEA-Alaska.
 - Representative from the Alaska Council of School Administrators.
 - Higher education participation—the five deans from Alaska university education departments. (See Attachment 3.2)
 - ***Meetings:*** The working group met 13 times for a total of 28 days to work on the evaluation system, beginning on November 4-6, 2009, and ending on April 16-17,

2012. (See Attachment 3.3)

- **Product.** The working group produced a set of recommendations for an evaluation framework, including timelines for implementation and minimum requirements for the inclusion of student data in evaluations. (See Attachment 3.4)
- (3) **Draft regulations.** Based on the recommendations from the working group, EED staff drafted proposed evaluation regulations for the State Board to consider. The draft regulations were on the agenda for June 7-8 meeting of the State Board, and the public had an opportunity to comment at an oral hearing. On June 8, 2012, the State Board put out the proposed regulations for public comment. To encourage educator comment, the State Board extended public comment to November 2012, in recognition that summer and early fall is a difficult time to engage educators. As described above, both EED staff and the State Board analyzed and considered public comment during the regulation adoption process. (See Attachment 3.6)
- (4) **August Webinars/superintendents' conference.** The presentations on the entire waiver package made at the August webinars and the superintendents' conference were described above and will not be repeated here. Both of these presentations included a description of Principle 3 and both resulted in feedback on Principle 3.
- (5) **Adoption.** Since the filing of the original application, regulations have been adopted. The regulatory process involved extensive engagement of stakeholders and resulted in many significant substantive changes that were adopted into law on December 7, 2012, by the State Board. Post-adoption outreach and engagement has already begun, with distribution of information concerning the new requirements through the department's website, <http://education.alaska.gov/>, and the Information Exchange, its electronic newsletter. The department has developed an FAQ that has been emailed to all district superintendents and is available online at http://education.alaska.gov/TeacherCertification/pdf/evaluation_reg_faqs.pdf. The FAQ will be sent directly to administrators, teachers, and their state organizations. A specific webpage has been established to house resources that districts can use as they begin to update their current evaluation to satisfy the new requirements. With the assistance of the Northwest Regional Comprehensive Center, EED has reorganized and reconvened the Teacher Quality Working Group to assist with the formation of the more detailed guidelines, the development of tools to support smaller districts, and the development of a peer review process.

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

I. General outreach common to all principles:

Summary: EED reached out to a diverse group of stakeholders to present information and encourage feedback on all principles related to the waiver. The stakeholders included the Title I Committee of Practitioners (COP) and a large number of community, business, Alaska Native, and advocacy groups.

- (1) **Title I Committee of Practitioners.** The Title I/ESEA Administrator for Alaska presented the ESEA flexibility waiver options to the Title I COP on April 18, 2012. The

three principles of the waiver and the State's current status on elements of the principles were discussed. At that time, the proposed English/language arts and mathematics content standards were out for public comment and scheduled for adoption in June. The Teacher Quality Working Group was working on proposed changes to the teacher and principal evaluation regulations to be presented to the State Board in June. The requirements for Principle 2 were presented to the committee, but no specific ideas for a new accountability system were presented at that time. Most members who expressed opinions supported the State's intention to apply for a flexibility waiver, but they were interested in seeing the specifics that would be proposed. Subsequently, the Title I/ESEA administrator presented the draft waiver document to the COP members for their review and held a meeting by webinar on August 20, 2012. The members made comments about the draft proposal at that meeting. Comments were supportive overall for the State's waiver application. The PowerPoint presentation to the COP and the notes of both meetings can be found in the attachments. (See Attachments C.1, C.2, and C.3)

- (2) ***Notice to districts and the public.*** Notice to school districts regarding the waiver application, and an invitation to all stakeholders to participate in the August 2012 information webinars, was provided on August 3, 2012, through an email announcement, through *Information Exchange*, and through postings on EED's website. EED sent invitations to participate in the webinars to 62 entities, including Alaska PTA; advocates for rural education, early education and children with disabilities; Alaska Native organizations; K-12 school administrators; NEA-Alaska; universities; career and technical programs; the Alaska Department of Labor and Workforce Development; the Alaska Municipal League; and teachers' content-area associations. More than 25 participants joined the webinars. A recorded webinar was posted on the web for individuals who were not able to participate in the live webinars. EED received written public comment either by letter or through the online public comment form from several Alaska school districts, the Governor's Council on Disabilities and Special Education, Citizens for the Educational Advancement of Alaska's Children, a representative in the Alaska Legislature, Alaska's commissioner at-large to the Education Commission of the States, and University of Alaska representatives. EED received oral feedback at the webinars or during in-person presentations. Comments relating to specific principles will be addressed in each applicable section below. (See Attachments 3 and C.8, C.9, C.10, C.11, C.12 & C.13)

II. Principle 1: Engagement of diverse communities in the standards-setting process.

Summary: In adopting college- and career-ready standards, EED extensively consulted with representatives of business, industry, special education advocacy groups, and Alaska Native organizations.

Evidence:

- (1) ***Solicitation of diverse group participation in drafting standards.*** In the standards-drafting process described earlier, EED solicited diverse group participation by sending approximately 125 invitations to non-educators, including Native American groups, special education advocacy groups, and others. Because of the time commitment needed for the process, however, only one non-educator, a representative of the transportation industry, actually participated. (See Attachments C.17)

- (2) ***Business and industry presentations.*** After the draft college- and career-ready standards were ready to circulate to the public, EED held four public meetings in regional hubs that were targeted to business and industry, as follows: March 30, 2012, Juneau; April 9, 2012, Anchorage; April 24, 2012, Fairbanks; and April 25, 2012 Bethel. Representatives from the following business/industry sectors attended the meetings: oil industry; labor unions; retail; tourism; hospitality; insurance; fisheries; education/training (as employers); tribal corporations; banking, and resource development. Each meeting included individuals who worked with new entrants to the workforce, either through making hiring decisions or training individuals to be ready for the workforce. The meetings focused on the business community's expectations for high school graduates, and provided a review of the proposed Alaska college- and career-ready standards, including how those standards would address business expectations. (See Attachments C.18 and C.19)
- (3) ***Community open houses.*** After the working groups had produced a draft of the new standards (but before the first presentation to the State Board), EED held four community open houses to introduce and seek feedback on the proposed standards. The open houses were held in the following communities: March 30, 2012, Juneau; April 9, 2012, Palmer; April 24, 2012, Fairbanks; and April 25, 2012, Bethel. EED chose the communities to provide access to regional hubs representing multiple cultures. EED held the community meetings in the evening to facilitate community participation, and provided food. Each open house included conversations about accommodations for students with disabilities and for English learners. Participants in each location focused on the importance of respecting cultural differences and including cultural awareness in the Alaska career- and college-ready standards. EED's solicitation of attendees was a major effort. For example, for the March 2012 meeting in Juneau, EED placed an online ad on the front page of the *Juneau Empire* newspaper; interviewed with KINY radio station; inserted a notice in *Information Exchange*; sent an electronic news release to the media and to a list of recipients that included the disability law center and several Native Alaska organizations; placed posters at City Hall; and notified the Juneau School District, the University of Alaska Southeast, the Central Council Tlingit Haida Indian Tribes of Alaska, and the Juneau Chamber of Commerce. (See Attachments C.19 and C.20)
- (4) ***Outreach to EL and Alaska Natives.*** The Bethel community meeting was held at the Yuut Elitnaurviat Center, which translates from Yup'ik as the People's Learning Center. EED met with former graduates, students, parents and employers that use this regional vocational campus. (See Attachment C.20)
- (5) ***Availability of parent-focused brochures.*** EED will publicize and make available parent guides at each grade level from K-8 and one guide each for high school English/language arts and mathematics.
- (6) ***Regulation-adoption process.*** As described earlier, the State Board's process for adoption of the college- and career-ready standards provided for inclusive advertising and outreach to all sectors of the public. For the standards regulations, EED's solicitations for public comment went well beyond the normal solicitation. More than 98 entities were specifically targeted including:
- More than 22 business and industry groups (construction, oil, fishery, health care, etc.);
 - Alaska PTA;
 - State and local Chambers of Commerce;
 - Rotary;
 - Higher education;

- Alaska Federation of Natives and Association of Village Council Presidents;
 - Special education advocates, including Disability Law Center and the Governor’s Council on Disabilities and Special Education;
 - Early learning entities;
 - Regional Native corporations; and
 - Tribal organizations.
- (7) **FAQs.** The FAQs on the proposed college- and career-ready standards that EED distributed during the public comment period (described above in Question 1, Part I) were distributed to Alaska Native tribal corporations and organizations, advocates for children with disabilities, advocates for early education, major employers, the AFL-CIO, the Alaska PTA, NEA-Alaska, industry associations, chambers of commerce, Rotaries, the Alaska Municipal League, and K-12 education associations. Also as noted earlier, EED made more than 300 changes to its proposed standards as a result of stakeholder (educator and non-educator) input during the standards-drafting and adoption process.
- (8) **August 2012 webinars.** EED’s August 2012 webinars are described in more detail in the previous section and the next section under Principle 2. Participants were also encouraged to consult on Principle 1. As explained below, invitations to participate were extended to EL and special education advocacy groups, as well as Alaska Native organizations.

III. Principle 2: Engagement of diverse communities in the development of Alaska’s System of School Recognition, Accountability, and Support.

Summary: EED solicited diverse community comment on the proposed system of school recognition, accountability, and support, through the web, email, the media, and webinars.

Evidence:

- (1) **Solicitation of public comment.** EED posted a link to Alaska’s ESEA Flexibility Waiver Information under the “News and Announcements” section of its homepage (<http://education.alaska.gov/>). EED opened a comments page on its website on July 30, 2012, to gather feedback from the public. (<https://education.alaska.gov/Surveys/Esea/FlexibilityWaiverComments>). PowerPoint presentations on the key elements of the state’s proposal for Principles 1, 2, and 3 were posted on the website on August 2, 2012, to allow the public to review the key elements of the plan (<http://education.alaska.gov/nclb/esea.html>). A draft copy of the state’s proposal was posted on the website on August 6, 2012. (These postings sought comment on all three principles. However, given that principles one and three had been through extensive public comment and webinars already, the expectation was that Principle 2, which was new to the public, would receive the most attention.) (See Attachments 3, C.3, C.4, C.5, C.6, C.7 and C.8)
- (2) **August 2012 Webinars.** The three August 2012 webinars (in which the public was invited to comment on all aspects of the waiver application) have been described. EED emailed invitations to participate to 62 entities, including Alaska PTA; advocates for rural education, early education, and children with disabilities; Alaska Native organizations; K-12 school administrators; NEA-Alaska; universities; career and technical programs; the Alaska Department of Labor and Workforce Development; the Alaska Municipal League; and teachers’ content-area associations.
- (3) **Regulations adoption process.** As described earlier, the freezing of the AMOs required a

public process to amend the regulations, which included invitations to, and provided several opportunities for, the public to comment, including the diverse groups that are listed in this application. If this waiver application is accepted, EED will need to adopt regulations to implement Principle 2. This will provide several additional opportunities for public comment.

- (4) **Comments received.** Comments about the proposed accountability system were positive overall, especially in the use of a school progress factor in addition to a student achievement factor, and the use of multiple indicators that focus on realistic factors for schools in Alaska. Comments indicated that the system was a “vast improvement” over the current law, and it is a “well-designed formula for including a variety of indicators into a numeric school rating.” Several comments specifically referred to the recognition for reward schools. Some comments indicated that there was a lack of clarity between the use of the Alaska School Performance Index system and the use of the AMOs, so the proposal language has been clarified to address those issues.

IV. Principle 3: Engagement of diverse communities in the process of supporting effective instruction and leadership.

Summary: EED’s partnerships on teacher quality included community organizations. Community organization input has been encouraged through webinars and the regulations adoption process.

Evidence:

- (1) **The Teacher Quality Working Group.** The extensive meeting and consultation process involving the Teacher Quality Working Group in the preparation of the State evaluation framework (which is now the basis for Principle 3) has been described already. In addition to the educator members, the working group included four community representatives. EED made special care to include representative from the Alaska Native community. In addition to the Native Alaskan educators already discussed, the working group included representatives from Cook Inlet Tribal Council – a tribal organization providing services to Alaska Natives in the greater Anchorage/Cook Inlet region – and from Kawerak, Inc., an Alaska Native tribal association of 20 Bering Strait Native villages. As stated earlier, Alaska Natives constitute the largest sector of English learner (EL) students in Alaska. (See Attachment 3.2)
- (2) **August 2012 webinars.** EED’s 2012 August webinars are described in more detail under Principle 2. EED encouraged participants to consult on Principle 3. As explained in the previous section, invitations to participate were extended to EL and special education advocacy groups, as well as Alaska Native organizations.
- (3) **Regulations adoption and notice process.** The State Board has opened a period of public comment on regulations that would adopt an evaluation framework. The state public comment/consultation process for regulations has been thoroughly described in this application already. As stated, diverse groups are invited to and do participate in the process, and EED staff and the State Board will consider all comments. (See Attachment 3.5)

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and
2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

Alaska is a state of contrasts. It is the largest state, with a very small population. It is a young state with a long history of indigenous cultures. It is a land of opportunity that faces extreme climatic and geographic conditions. Although Alaska delivers educational services to remote villages and modern urban population centers, we demand first-class educational opportunity for all children.

Two themes running throughout this application illustrate Alaska's comprehensive and coherent approach to school improvement: 1) effective school improvement must be based on *diagnostics*—there must be an understanding of what is wrong before we can improve; and 2) effective school improvement must be based on *stakeholder involvement*—there must be buy-in and participation from all participants in education if we are to improve.

In addition, Alaska has learned the benefit of simplicity. Although our sister states have devised very impressive accountability systems, we have avoided the dizzying array of complicated statistics in favor of a system that everyone can understand.

Our approach to the principles in this application adheres to these themes. Alaska did not adopt the Common Core State Standards but embarked on a two-and-a-half-year process of having stakeholders develop challenging college- and career-ready standards. The result is English language arts and mathematics standards similar in rigor and complexity to the Common Core, but that have Alaska-specific components and stakeholder buy-in. Following several meetings and analysis of its options, Alaska began the process of joining the Smarter Balanced Assessment Consortium (SBAC) in August, 2012. On August 17, 2012, SBAC's Executive Council met and recommended that SBAC discuss with USED the inclusion of Alaska as a member. EED provided evidence to the SBAC leadership showing that the Alaska's new English/language arts and mathematics standards are well-aligned with the Common Core State Standards. Alaska joined the Smarter Balanced Assessment Consortium (SBAC) on April 19, 2013, for implementation of new assessments in 2014-2015 that will be aligned to Alaska's college- and career-ready standards.

In revising its accountability model, Alaska has included measures that will give feedback and incentives to schools and students, including a strong incentive for growth, attendance, and graduation. We revised the AMOs to expect fifty-percent reduction in percent proficient in six years, including all subgroups. In determining consequences and State support, we will continue to employ the diagnostic tools we have developed and refined with the assistance of the Alaska Comprehensive Center.

Alaska is ahead of the curve on ensuring effective instruction and leadership. A teacher quality working group has been meeting for more two years to devise new standards for teacher and administrator evaluation, and this process has resulted in new regulations that are out for an extended period of public comment.

The flexibility in these waivers is crucial for Alaska's school improvement agenda, both on a state level and a school-district level. Without the waivers, we would continue to be trapped in a cycle of identification and corrective action that has lost credibility, causes unnecessary expense and poor use of resources, and makes no sense for many of Alaska's remote single-site K-12 schools. Although Alaska would urge USED to consider additional flexibility and amendments to make the law better-suited to the needs of school improvement in Alaska, the flexibility in use of resources and the identification of focus and priority schools offered by these waivers are significant improvements. Accordingly, we ask that USED grant the flexibility requested in this application.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p>	<p>Option B</p> <p><input checked="" type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p> <p>ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)</p>
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1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA’s plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance for Window 3*, or to explain why one or more of those activities is not necessary to its plan.

- *Does the SEA intend to analyze the extent of alignment between the State’s current content standards and the college- and career-ready standards to determine similarities and differences between those two sets of standards? If so, will the results be used to inform the transition to college- and career-ready standards?*

The Alaska Department of Education & Early Development (EED) worked with stakeholders to develop the state's new college- and career-ready English/language arts and mathematics standards in grades kindergarten through 12.

<http://www.eed.state.ak.us/tls/assessment/2012AKStandards.html>. The stakeholders used the Common Core State Standards (CCSS) as the lens through which to examine Alaska's previous standards and revise them. This work was conducted over 18 months and included a study by the Council of Chief State School Officers (CCSSO) of the alignment of Alaska's college- and career-ready standards with the CCSS (See Attachment 1.1).

Following an extended period of public comment and further revisions to the proposed Alaska standards, the State Board of Education & Early Development (State Board) adopted them in June 2012.

To help Alaska's teachers and students transition to Alaska's college- and career-ready standards, EED has developed a comparison tool that analyzes the commonalities and differences between Alaska's new standards and its former standards, the Fourth Edition Grade Level Expectations.

- *Does the SEA intend to analyze the linguistic demands of the State's college- and career-ready standards to inform the development of ELP standards corresponding to the college- and career-ready standards and to ensure that English Learners will have the opportunity to achieve to the college- and career-ready standards? If so, will the results be used to inform revision of the ELP standards and support English Learners in accessing the college- and career-ready standards on the same schedule as all students?*

As a member of the World-Class Instructional Design and Assessment Consortium (WIDA), Alaska adopted new English Language Proficient (ELP) standards in 2011 based on the WIDA consortium standards. WIDA enlisted an independent research group to conduct an alignment study of its ELP standards and the CCSS (<http://www.wida.us/Research/agenda/Alignment/index.aspx>). Results, released in March 2011, indicate strong alignment between the WIDA ELP standards and the CCSS for English/language arts and mathematics. Because of the overwhelming similarities between the CCSS and the Alaska college- and career-ready standards, this work will benefit English learners (EL) in Alaska by providing school districts the WIDA-Access Placement Test, which may be used as a screener for identification purposes. These tools provide measures for assessing how well English learners are learning content needed to fully understand the State's academic standards. This data then is used to guide instruction and supports for students.

EED will offer further training in September 2012 at the annual Test Coordinators Conference, where instruction on delivery, procedure and administration of all tests are addressed.

In addition to the assessment tools, EED, in conjunction with WIDA, provided English Language Development Standards training for school districts on September 26 and 27, 2012, via webinar and live training on November 27 and 28, 2012, in Anchorage. On November 9 and 10, 2012, EL content educators and curriculum development personnel attended the EED-sponsored Curriculum and Alignment Institute in Anchorage to facilitate further understanding on implementing Alaska's college- and career-ready standards.

- *Does the SEA intend to analyze the learning and accommodation factors necessary to ensure that students*

with disabilities will have the opportunity to achieve to the college- and career-ready standards? If so, will the results be used to support students with disabilities in accessing the college- and career-ready standards on the same schedule as all students?

EED uses the Special Education Annual Performance Reporting measures for tracking data, and conducts detailed analysis with this collected data. EED conducts stakeholder sessions twice annually to review the meaning of data results and to develop a plan to best implement the data results to school districts. Factors that were directly tied to the opportunity to achieve college- and career-ready levels are tied to indicators 1-Graduation Rates, 2-Dropout rates and 13-Secondary transition. This information, complemented by the implementation of new Alaska standards, provides the framework to developing student plans at the individual level.

School districts with high performance rates model in other districts with similar demographics, in an effort to replicate success rates while allowing for individual district considerations. College- and career-ready standards are the same for students with disabilities. Individualized Education Programs (IEPs) contain goals that must be aligned to the State content standards, and which are monitored for compliance by EED's Special Education Team. Students with disabilities have access to extensive accommodations to empower students to achieve State standards through the IEP, as well as supports and teaching specifically designed to the students' disability.

Training on the college- and career-ready standards is being accomplished statewide through a variety of venues. Within special education, the primary effort is conducted in a statewide special education director's training. Because of Alaska's relatively small number of school districts (54), gathering the special education directors for an annual meeting was manageable and provided a time for individualized district support. This meeting, which addressed implementing the new standards, was held on September 27-28, 2012. Further technical assistance will be offered through personal contact provided through the State Personnel Development Grant (SPDG) funded by the Office of Special Education Programs.

Through the SPDG, Alaska is supporting and preparing teachers of students with disabilities. This is a multi-tiered response-to-intervention framework that facilitates high-quality core instruction for students with disabilities and other students as identified, by partnering with the University of Alaska Fairbanks to mentor early-career teachers of students with disabilities and special education directors. Furthermore, the grant provides for early childhood Technical Assistance Center on Social Emotional Intervention-trained Positive Behavioral Intervention Support coaches in Alaska school districts.

With the development of the new college- and career-ready standards, the current assessment measures for student with disabilities may require additional supports and considerations. The State's current assessment procedures have very specific guidelines for accommodations, modifications, and alternate assessments. EED makes available to school districts training and support to all teachers and administrators to ensure students have appropriate measures in place for assessment under the college- and career-ready standards.

EED conducts training through conferences, presentations, and webinars as well as through one-on-one technical assistance as geographic and financial circumstances allow. Training is conducted from the perspective of how the new standards best support all students to achieve college and

career readiness. Frameworks and instructional supports are presented with specific consideration on how the new standards will impact students with disabilities.

- *Does the SEA intend to conduct outreach on and dissemination of the college- and career-ready standards? If so, does the SEA's plan reach the appropriate stakeholders, including educators, administrators, families, and IHEs? Is it likely that the plan will result in all stakeholders increasing their awareness of the State's college- and career-ready standards?*

To ensure that all education stakeholders in Alaska are knowledgeable regarding Alaska's college- and career-ready standards, EED will use a phased approach. The Phased Transition Plan provides educators of all students the opportunity to become aware of the Alaska standards, transition to their use, and prepare their students to be assessed on the standards. (See Attachment 1.2)

The Phased Transition Plan builds awareness of the college- and career-ready standards through an awareness campaign and tools to support transition. Transition tools will provide support for curriculum alignment and instruction in the standards; implementation tools will enable educators to fully implement the standards while offering continued support for instruction of students. The timeline below is a result of a commitment to stakeholders to be thoughtful and intentional in the transition process.

- January 2013: Complete an awareness campaign that began during the standards adoption process using tools to support districts in the effort
- 2013-2014 school year: Provide support for curriculum alignment and changes in instructional practices to the new standards with the expectation some grades and/or content areas are receiving instruction linked to the new standards.
- 2014-2015 school year: Continue support for instruction in the new standards with the expectation that students in all grades and/or content area are receiving instruction linked to the new standards.
- 2015-2016 school year: Continue support for instruction in the new standards with expectations that all students are receiving instruction linked to the new standards.

Understanding that school districts will implement Alaska's college- and career-ready standards at varied rates, EED has provided a plan for the transition in a phased roll-out plan as outlined below:

Phase I: Awareness

The awareness phase has involved, and will continue to involve, presentations at meetings and a series of awareness webinars for key stakeholders including families and community members. A webpage with resources/activities/information related to the college- and career ready standards will be available to all community members, parents, school district personnel, teachers, and all other stakeholder groups.

The literacy and mathematics content specialists are providing outreach on, and dissemination of, the college- and career-ready standards to education providers and stakeholders, including the Alaska Statewide Mentor Project, the Alaska Administrator Coaching Project, the Statewide System of Support coaches, the Teacher Quality Working Group, and EED's Teaching and Learning Support Education teams who liaison with school districts in a variety of Federal and State programs. These collaborative efforts are further described throughout Principle 1, 2 and 3.

Other steps in the awareness campaign include:

- printing and distribution of the college- and career-ready Alaska standards in English/language arts and mathematics, and distribution of parent and teacher guides and publications for the standards;
- webinar series for school district leaders, principals, teachers, educational organizations, professional development providers, community members and parents that will be archived and retrievable on demand;
- presentations at the Annual Association of School Administrators/EED Summer Meeting in July 2012 and Professional Development (Title II) competitive grant technical assistance meetings in September 18-20 and 24-26, 2012, in Anchorage; and
- presentations during the 2012-2013 school year at the Association of Alaska School Boards winter board membership academy, Alaska Elementary and Secondary Principals Conference, Alaska PTA Conference, and the NEA-AK Delegate Assembly and Professional Development Conference.

Content specialists will collaborate with content teacher leader organizations such as the Alaska State Literacy Association and the Alaska Council of Teachers of Mathematics to coordinate efforts of awareness of the college- and career-ready standards. EED, with the Alaska Early Childhood Coordinating Council, will work with content specialists to provide information about the standards. EED will provide business and community awareness through presentations to the State Board of Education & Early Development (State Board), Alaska Workforce Development Board, Alaska Legislature, Chamber of Commerce and community organizations.

Phase II: Transition

In preparation for the transition to the college- and career-ready standards, EED conducted a comprehensive crosswalk in English/language arts and mathematics to determine the comparisons between the state's former content standards and the new standards. The crosswalk documents are available on EED's website at (<http://education.alaska.gov/tls/assessment/2012comparison.html>). The crosswalk was designed to be a tool for school districts to become familiar with the new standards in relationship to the former content standards and Grade Level Expectations.

The transition phase of the college- and career-ready standards will include State-sponsored professional development for teachers and administrators. Content specialists are developing tools to be used by school districts and teachers during the transition phase. During the spring of 2013, EED will continue to build the capacity for statewide implementation of the new standards by providing ongoing State-sponsored professional development opportunities, including workshops and online training webinars.

For the past four years, EED has hosted two Curriculum Alignment Institutes, at which time teams from school districts and EED worked on aligning district curricula to State standards. During the 2012-2013 school year, EED will host institutes focusing on helping districts align their curricula with the new standards. (See Attachment 1.6)

Phase III: Implementation

The third phase is the full implementation of the college- and career-ready standards. EED will

continue to provide support through 2013-2014 for curriculum alignment and changes in instructional practices to enable full implementation of the new standards which will be assessed in 2014-2015. A portion of this phase will consist of field test questions aligned to the standards on the spring 2013 state assessment. The results of these field tested questions will be used to plan future professional development for teachers in their instructional practices.

An additional activity of this phase includes the piloting of tools for use as early as 2013-2014 school year for principals and building leaders to evaluate the quality of standards implementation at the classroom level. Please see the complete description of the activity later in this principle.

- *Does the SEA intend to provide professional development and other supports to prepare teachers to teach all students, including English Learners, students with disabilities, and low-achieving students, to the new standards? If so, will the planned professional development and supports prepare teachers to teach to the new standards, use instructional materials aligned with those standards, and use data on multiple measures of student performance (e.g., data from formative, benchmark, and summative assessments) to inform instruction?*

EED has developed a multi-dimensional professional development plan to support all teachers. Included in this plan are webinar series, presentations, and collaborative efforts as outlined in the Standards Professional Development Timeline. Because of the geography, cost of travel from remote areas, and isolation of a large number of the schools in Alaska, a significant portion of the professional development plan uses distance delivery as the venue. (See attachment 1.3)

One dimension of this plan is the collaborative efforts of EED's Special Education team, NCLB Title I and III teams, assessment team, and literacy and mathematics content specialists to offer webinar series and conferences to train teachers of all students with specific emphasis on English language learners and students with disabilities.

The Limited English Proficient (LEP) Title III program and the Assessment Office developed a series of webinars available to all teachers on the Amplified English Language Development Standards and how they fit into instruction in the general education classroom. EED sponsored two professional development workshops in October, 2012 on Academic Language in the Content Areas of Mathematics and Science: Skills and Strategies to Adapt Instruction for English Language Learners. Workshops were held in Palmer and Fairbanks, and EED invited teachers from other districts in the state to participate in these workshops. Additional sessions are planned for the 2013-2014 academic year on Alaska content and English Language Development Standards.

EED's Special Education team and content specialists are working to achieve the goal of making the college- and career-ready standards accessible to all students, including students with disabilities, by using resources available through memberships to the State Collaborative on Assessment and Student Standards Assessing Special Education Students and the National Center and State Collaborative, through the Office of Special Education Programs, which provide technical assistance to teachers and directors.

Alaska is a member of both collaboratives. These enterprises address the inclusion of students with disabilities in large-scale standards, assessments, and accountability systems.

A second dimension of the professional development plan is to conduct training at annual state conferences. During the 2012-2013 school year, the literacy and mathematics content specialists will conduct training workshops for teachers at the following professional development conferences held in Alaska each year: Special Education, Career and Technical Education, and Alaska Society for Technology in Education. During the 2013-2014 school year, content specialists will conduct training for teachers at the biennial Mathematics/Science, Literacy, and Bilingual Multicultural and Education Equity conferences.

The final dimension of the professional development plan is to conduct State-sponsored opportunities for educators of all children. EED will sponsor the Literacy Institute, Transforming K-8 Mathematics Instruction Institute, and Curriculum Alignment Institute to help ensure all teachers have the supports needed to teach to the college- and career-ready standards. Additionally, EED content specialists will collaborate with teacher leader content consortia and organizations such as the Alaska State Literacy Association and Alaska Council of Teachers of Mathematics to ensure the college- and career-ready standards are being addressed in their statewide professional development efforts.

EED is continuing to work on building capacity with districts and schools to prepare teachers to teach English learners to the new standards. To date, EED has provided four opportunities for professional development on the implementation of the new WIDA English Language Proficiency/English Language Development Standards beginning in spring 2011 through fall 2012. EED provided districts with printed copies of the new standards. EED reimbursed district personnel to attend the face-to-face training sessions. EED worked with WIDA to provide a live webinar on the new ELP standards. The webinar was recorded and posted on WIDA's website: <http://www.wida.us/>. EED has provided two face-to-face annual trainings to districts on administering the new ACCESS for ELLs assessment. Districts were provided training and a binder containing comprehensive program information on the following: identification of limited English proficient (LEP) students according to Federal and State regulations; recent research on accommodating English language learners (ELL); accommodations for ELLs for content assessments; accommodations for ELLs with disabilities for the ELP assessment; PowerPoint presentations for each day of training; ACCESS test administration manuals; ACCESS score report interpretation information; training on administration of ACCESS; and navigation of the WIDA website with instructional and assessment information.

EED has provided a face-to-face training in Anchorage with WIDA professional development staff for administration of the identification screener, the W-APT.

WIDA and EED worked collaboratively to provide live webinars to be recorded and posted to WIDA's website (all are posted here: <http://www.wida.us/downloadLibrary.aspx>). The specific webinars are listed below:

- ELP/ELD Standards and Alaska's new ELA/mathematics standards training live webinar.
- Interpreting ACCESS for ELLs Score Reports live webinar.
- ACCESS test administration review live webinar.
- Alternate ACCESS for ELLs live webinar – December 18, 2012.

An audio call with districts focusing on how to process and return test materials for scoring and reporting was completed.

Several projects were conducted collaboratively with the Alaska Comprehensive Center and specialists at the George Washington University to produce documents that support districts through professional development for ELL staff:

<http://education.alaska.gov/tls/assessment/elp.html>.

EED worked with the Alaska Comprehensive Center and specialists at the George Washington University to do the following:

- Conduct studies on the latest research on accommodations that are responsive to the needs of ELLs.
- Form a committee to help create a list of new accommodations for Alaska ELLs that were found to be ELL-responsive.
- Develop a *‘Testing Accommodations Manual for Limited English Proficient Students’* for districts – posted at EED’s website.
- Develop a PowerPoint and live webinar, provided by EED to Alaska’s districts, on the use of the new ELL accommodations list and the use of the manual – posted at EED’s website.
- Provide teacher specific tools for ELL accommodations -- posted at EED’s website and within the *Testing Accommodations Manual for Limited English Proficient Students*.

EED has developed several documents that districts can use for tracking and monitoring the use of ELL accommodations for testing. These documents are provided in Word so they can be modified according to the district’s needs.

EED has developed the *Translation Guidance for ELLs* document with specialists at the George Washington University to support teachers and districts with translation of directions for assessments: <http://education.alaska.gov/tls/assessment/accommodations.html>. This project was supported by the Alaska Comprehensive Center.

Specialists at the George Washington University developed an *LEP Student Supplement to DIASA Handbook*, with direction from EED and sponsored by the Alaska Comprehensive Center, to assist districts in accessing student performance data in a way that is beneficial and informative.

The annual Bilingual Multicultural Education/Equity Conference will take place in fall 2013. There are three days of workshops and professional development designed to increase capacity in districts to improve skills of teachers of ELLs. Several planned sessions and conversations will focus on the new standards and the roles of teachers working with ELLs.

The English Language Proficiency (Title III) working group meets yearly to discuss practice, policy, planning and implementation for meeting Alaska’s annual measurable achievement objectives. The group convened in 2011 to plan district implementation of the newly adopted ELP assessment. In September 2012 for the initial phase of the Bridge Study linking IPT and ACCESS assessments, it met with WIDA Research Director Gary Cook. The group will again convene in September of 2013.

The Title III program will continue to host professional development opportunities in regional locations of Alaska to support effective content and English language development of ELLs. (Such as the 2012 October workshops on math and science for ELLs). These workshops are being planned with the input of the Title III ELL Working Group as a result of the ELL Needs Assessment Survey distributed to districts in December 2012). PRIME correlation (Protocol Review of Instructional Materials for ELLs) training of district curriculum specialists is under consideration for spring 2013.

EED is continuing to work on building capacity with districts and schools to prepare teachers to teach students with disabilities to the new standards. In order to ensure districts are capable of meeting the requirements of the new standards, EED has provided professional development (PD) training to all district special education directors. This PD includes information on the new standards and instruction on how to access the standards and support materials on the state web site. Specific instruction is provided in applying the new state standards to ensuring students with disabilities have access to college and career ready standards. Additionally, the EED's special education section has provided webinars open to all districts on the State special education handbook. The State's model Individualized Education Program (IEP) form has been updated to include a drop down listing of State standards. All PD involving the State special education handbook and the State special education forms include instruction on implementing the new standards specifically pertaining to special education. As part of the special education monitoring for Federal compliance, monitoring standard 5.08 requires goals on the student's IEP to be aligned to State standards. EED requires non-compliant districts to provide training on the requirement to align goals to the State's standards. This professional development must be documented and provided to EED for verification. Each of these activities support and assist districts with the implementation of the new State standards.

In order to facilitate building capacity, there will be multiple opportunities for PD involving the new State standards at the Alaska State Special Education Conference (ASSEC). The annual Alaska State Special Education Conference (ASSEC) was held February 2013 (www.assec.org). This is a primary source for professional development in Alaska for special education teachers and special educators. EED annually conducts a 2-day, 1-credit class at ASSEC for new special education teachers. EED has developed special education e-learning modules to provide training for teachers and paraprofessionals, and the EED special education team conducts monthly webinars for special education personnel. EED's special education section routinely supports districts concerning the implications of the new standards specific to special education on a one-to-one basis through providing technical assistance via telephone and email. All district-level training and information pertaining to general education teachers applies to special education teachers. A general session covering all aspects of the State special education handbook included covering how the new standards apply to the alignment with special education goals. New standards information, web resources and timelines for implementation were included in this training. It is noteworthy to point out that special education teachers are required to participate in all district activities designed for all teachers including training conducted concerning the district's application of the new standards.

Training specific to the application of Alaska's new college- and career-ready standards has been implemented with Alaska's special education directors, as well as presentations at the Alaska State Special Education Conference (ASSEC). Stakeholder groups associated with the Federal Annual

Performance Report and State Performance Plan have received training on implementing the new standards and have discussed how this will affect Alaska's students with disabilities. Through these efforts, each Alaskan district's special education director has had instruction in the new standards and the opportunity to comment.

Strategies that focus on the needs of specific groups of students are planned. To address the needs of students with disabilities, Alaska has joined the National Center and State Collaborative (NCSC) consortium, which is developing a new system of supports including assessment, curriculum, instruction and professional development to help students with disabilities graduate high school ready for postsecondary options. NCSC will create a framework that uses scaffolded learning progressions to bring these students toward an understanding of the Alaska new standards. These results will be reviewed with the state's special education directors at the annual special education director's training.

EED will continue to analyze the learning and accommodation factors necessary to ensure that students with disabilities have the opportunity to access learning content aligned with Alaska's new standards. EED makes it a priority to help all teachers understand their responsibility to serve these students and to empower teachers by embedding differentiated strategies that benefit students with disabilities, as well as all other students.

As a NCSC partner state, Alaska has convened stakeholders -- including district special education supervisors, special education teachers, EED staff, and advocacy groups -- to participate in the focus on professional development. Additionally, Alaska will have access to work done by other states in assessment, curriculum and instruction.

Alaska recognizes the role of teacher preparation programs in developing the next generation of educators. Alaska has taken specific steps to bring higher education into the transition to Alaska's new standards. Representatives from Alaska's public universities' teacher preparation programs are engaged in a standards professional development series for teachers. These instructors will incorporate the standards and associated instructional approaches into their pre-service programs.

The new recognition, accountability, and support system proposed by this application will significantly increase the focus and attention on the issue of subgroup performance over what was occurring under Annual Yearly Progress (AYP). This is because the high-stakes nature of AYP required that we have a minimum N and a confidence interval regarding whether a school or district met AYP for that subgroup. In contrast, inclusion of a point value in an index is not itself a high-stakes matter, even though the overall index point value is high stakes. This allows Alaska to relax the minimum N for inclusion of subgroups into the index to five. The impact of this change will be significant because many of our schools were small to medium-sized schools that were affected by the minimum N/confidence interval for subgroups. In reviewing the proposed Alaska School Performance Index (ASPI) model, the Governor's Council on Disabilities and Special Education provided comment in favor of the increased accountability that the minimum N of five will bring to the students with disabilities subgroup. Furthermore, in order to maintain high accountability for subgroups, Alaska has resisted requests to consider a super subgroup or to eliminate duplication for students in more than one subgroup. Thus, the system is designed to close achievement gaps.

In addition, schools are still required to set and meet AMOs for each subgroup. Whether a school

has met its AMOs for subgroups will be included as a factor in determining whether a school is a focus or a priority school. This is further evidence that the system is designed to close achievement gaps.

The State System of Support has provided and will continue to provide resources and training to address the needs of Alaska Natives, ELLs, students with disabilities, and economically disadvantaged students to all schools, not just struggling schools and districts. Continued professional development provided or sponsored by EED will focus on Alaska's new ELA and mathematics standards and how to scaffold instruction to support struggling learners. Specific areas of focus include scaffolding with regard to informational text, complex text, and text-dependent questions.

- *Does the SEA intend to provide professional development and supports to prepare principals to provide strong, supportive instructional leadership based on the new standards? If so, will this plan prepare principals to do so?*

EED is working with various organizations to provide professional development and supports to prepare principals to provide strong, supportive instructional leadership based on the college- and career-ready standards. The Alaska Administrator Coaching Project will support early-career principals who have less than two years of experience. In partnership with the Rural Alaska Principal Preparation and Support program, EED supports principal preparation specifically focused on high-poverty and remote schools, and all principals are supported through partnership with the Alaska Council of School Administrators, Alaska Association of School Administrators, Alaska Association of Elementary School Principals, and Alaska Association of Secondary School Principals. In addition, EED has formed a Teacher Quality Working Group that includes representatives of the University of Alaska Teacher and Administrator Preparation Programs. Below are descriptions of the programs and activities planned to prepare principals to provide strong, supportive instructional leadership based on the new standards.

Alaska Administrator Coaching Project (See Attachment 1.4)

EED, along with the Alaska Administrator Coaching Project (AACP), will develop tools to evaluate the quality of implementing the new standards at the classroom level. These tools will be piloted first with experienced administrators, including principals and superintendents who have completed the AACP program, then expanded to targeted principals throughout the state, and finally to all instructional leaders statewide. Below are activities planned and proposed:

- Workshop for early-career instructional leaders (including principals) on the new standards during the November 2012 AACP Institute. This workshop included introduction of the available awareness and transition tools, such as the District Leaders Standard Guide in the Alaska Standards 2012 Toolkit (<http://education.alaska.gov/tls/assessment/2012toolkit.html>).
- Development of a tool for administrators, specifically principals and building leaders, to evaluate standards-implementation quality at the classroom level. In 2013-2014, AACP coaches and experienced principals will pilot the tool.
- Workshop on teacher observation for determining effective school-level and classroom-level instructional practices during the October 2013 AACP Institute.
- Review of existing teacher and principal evaluation tools by AACP coaches and experienced

administrators. During spring 2013, piloting of the teacher evaluation tool by AACCP coaches and experienced principals and then the principal evaluation tool by AACCP coaches, school district administrators and superintendents during spring 2014.

- Work with AACCP to identify ways that school district and State resources can be leveraged to expand efforts to more principals and administrators especially those new to Alaska.

Alaska School Leadership Institute (See Attachment 1.7)

EED works collaboratively to sponsor the Alaska School Leadership Institute each summer with the Rural Alaska Principal Preparation and Support program (RAPPS). RAPPS is a comprehensive leadership development program focused on preparing principals for high-poverty and remote schools, and supporting principals who are serving in those schools. Below are planned and proposed activities:

- Dissemination of resources from the Alaska Learning Standards Pre-conference session at the Alaska School Leadership Institute 2012, attended by more than 25 educators on May 29, 2012.
- Workshop dedicated to the college- and career-ready standards, ensuring that principals are prepared to help teachers to transition. Summer 2013 will focus on the standards transition phase, and summer 2014 and beyond will focus on transition and implementation phases.
- Workshop dedicated to Alaska's new student accountability system, ensuring that principals and teachers can use data to improve instruction. In summer 2013, continue the focus on using school district and state assessment data. Additionally, provide an awareness of the data that will be used for meeting Annual Measurable Objectives targets and indicators that contribute to a school's Alaska School Performance Index score and star rating.
- Workshop dedicated to Alaska's new teacher and principal accountability system, focusing on teachers during summer 2013 and administrators during summer 2014.
- Work with RAPPS leadership teams to explore potential school district and State resources to share costs of expanded and sustainability efforts. Any efforts to include additional school district administrators and beyond September 2013 will be based on resources available.

Content Specialists Collaborative Efforts

EED content specialists will work through a variety of avenues to reach all principals in the state to provide professional development to enhance strong instructional leadership. The content specialists have developed the District Leaders Standards Guide (referenced above), which can be used in professional development for administrators. EED's literacy and mathematics content specialists are developing a webinar series specifically tailored to new and experienced principals, and it will be archived for continued use. The Alaska Council of School Administrators, Alaska Association of School Administrators, Alaska Association of Elementary School Principals, and Alaska Association of Secondary School Principals hold annual conferences at which EED content specialists will present informational sessions on the college- and career-ready standards and work with members to move the standards forward in their school districts. Content specialists will work with representatives of the University of Alaska teacher and administrator preparation programs through EED's Teacher Quality Working Group.

➤ *Does the SEA propose to develop and disseminate high-quality instructional materials aligned with the*

new standards? If so, are the instructional materials designed (or will they be designed) to support the teaching and learning of all students, including English Learners, students with disabilities, and low-achieving students?

Alaska is a local-control state, and school districts have the ultimate responsibility to determine which instructional materials best meet the needs of their students. EED will work collaboratively with school districts, educational organizations, and Alaska's institutes of higher education on ways to develop and disseminate high-quality instructional materials aligned with the college- and career-ready standards. In particular, EED will act as a team across the Teaching and Learning Support programs such as Special Education, English Language Learners and State System of Support to provide guidance and expertise on how instructional materials can be designed to support learning of all students, especially those special populations needing extra support. These high-quality instructional materials will be both for students and professional development for teachers.

As part of competitive teacher professional development (Title IIA and B) grants, school districts and other educational organizations must ensure that any curriculum and professional development materials produced are aligned with the college- and career-ready standards. Specific workshops on the new standards were included in the technical assistance sessions held in September 2012.

EED, in collaboration with Alaska Staff Development Network, will host a Professional Development Forum in Anchorage during winter 2013 to allow outside educational organizations and professional development providers to become familiar with the new standards, to ensure that developed curriculum and instructional materials are aligned to Alaska's standards. EED will work with publishers conducting alignment studies with Alaska's standards, and will continue to support school districts through Curriculum Alignment Institutes and by gathering feedback for appropriate high-quality instructional materials that will be aligned to the new standards.

EED will provide a process and tools for school districts to review student instructional materials, specifically the work of the Basil Alignment Project, CCSS Mathematics Curriculum Analysis Tool, and professional development materials and publishers' criteria for CCSS from CCSSO. Other topics may include the National Instructional Materials Accessibility Standards and differentiation, including Response to Instruction, and Universal Design for Learning, as suggested in the CCSS's recommendations for students with disabilities.

Through State and Federal initiatives, planned activities will develop the materials below:

- Instructional resources for Tier II mathematics intervention activities for classroom teachers. These instructional resources will be linked to Response to Intervention ladders created for the Measures of Academic Progress assessment.
- Materials on mathematics topics, including diagnosing student errors, mathematics discourse, and differentiating mathematics instruction for use in professional development.
- Transforming mathematics instruction materials aligned to the new K-8 mathematics standards, including illustrative examples, connections to the mathematics practices, and formative assessment tools.
- Science and literacy instructional materials for K-6 students aligned to the English/language arts standards with the accompanying teacher professional development.
- Instructional materials around increased text complexity, text-dependent questions, vocabulary acquisition, and the English language learner, and connecting reading and writing in the classroom.

- Materials on rigorous reading instruction through Literacy Institutes, webinar series highlighting the five essential components of reading instruction, and the Alaska Reading Course.
 - Instructional materials for 9-12 mathematics providing contextual examples for the new mathematics standards using Career and Technical Education strands.
- *Does the SEA plan to expand access to college-level courses or their prerequisites, dual enrollment courses, or accelerated learning opportunities? If so, will this plan lead to more students having access to courses that prepare them for college and a career?*

EED plans to continue its efforts to expand access to college-level courses or their prerequisites, dual-enrollment courses, or accelerated learning opportunities. These plans are implemented through two state initiatives, Alaska’s Learning Network and Alaska Performance Scholarship, and two Federal programs, Advanced Placement and Career and Technical Education. These efforts will lead to more students having access to courses that prepare them for college and a career as outlined by program below.

Alaska’s Learning Network (AKLN) – <http://www.aklearn.net>

Recognizing the importance of ensuring that all students have access to rigorous coursework and understanding the challenges of accessibility for many learners in the state, EED worked with a consortium of all 54 school districts to create Alaska’s Learning Network (AKLN). AKLN provides all Alaskan students access to rigorous coursework through distance delivery, blended learning and “flipped” classrooms; using supplemental materials to assist school districts with needs for highly qualified teachers and class structure. School districts work with AKLN staff, in partnership with the University of Alaska, to learn how to effectively teach through distance, as well as build online courses and pilot courses. All AKLN courses are aligned to the college- and career-ready standards. AKLN provides courses for students, resources for students and teachers, and high-quality professional development.

Alaska Performance Scholarship (APS) -

http://akadvantage.alaska.gov/Grants_and_Scholarships/Alaska_Performance_Scholarship.aspx

APS is an invitation to excellence for all Alaskan students. Students who complete rigorous coursework are eligible for scholarships to Alaska’s postsecondary institutions. The APS is a merit-based scholarship that provides an opportunity for any future Alaska high school graduate who meets a core set of requirements to receive funding to pursue college or career training in Alaska. The requirements include an increased course load with a focus on more rigorous curriculum, tiered award levels for grade point average, college entrance exam scores, and career skills attainment scores. Completion of the APS curricular requirements, in addition to mastery of the college- and career-ready standards, will ensure that high school graduates will be prepared for college-level courses.

Advanced Placement (AP) - <http://education.alaska.gov/tls/ap/>

EED provides access to AP college-level courses through Federal Advanced Placement Test Fee Reduction and prior training provided through the AP Incentive Program. Since 2001, EED has received Federal AP Test Fee Reduction funds, which offer Alaska’s low-income students the opportunity to take AP exams at no cost. Without Alaska’s current Federal funding, these students would have limited economic means to participate in AP exams. In 2009, International Baccalaureate low-income students from all Alaska schools participated in the fee reduction program for the first time. The program is designed to increase the number of low-income students to take AP tests and receive scores for which college academic credit is awarded.

Previously, through a partnership with Washington Department of Education, EED received

Federal AP Incentive funds to provide teacher professional development in Pre-AP and AP courses as well as vertical teaming. EED is in discussion with the National Mathematics + Science Initiative to enhance teacher training to prepare students to succeed in Pre-AP and AP courses in mathematics and science. This teacher training program is being implemented in the Matanuska-Susitna Borough School District.

Career and Technical Education (CTE) - <http://education.alaska.gov/tls/CTE/>

EED will expand support for the Programs of Study development effort that it has funded through the CTE program and the Alaska Tech Prep Consortium. A multi-year effort, it has evolved into a collaborative effort of university campuses, school districts and EED to seamlessly align the standards and performance expectations of CTE programs at the secondary and postsecondary levels with Alaskan employers. The initiative includes review of the university-level general education requirements in order to reduce and eliminate the need for academic remediation. The Programs of Study model is expanding its work to the Alaska Process Industries Career Consortium's development and advocacy of STEM (science, technology, engineering and mathematics) activities and, in particular, engineering academies so that students will be prepared for colleges and careers. The Programs of Study model has developed a statewide University of Alaska policy for program articulation that governs the availability of concurrent college credit for high school students, either through a tech-prep model (course offered at the high school with an approved high school teacher) or dual credit (course offered at the college instructed by college faculty). During the 2010-2011 school year, 1,550 secondary students earned 7,360 university credits that were either required or elective for a postsecondary program, providing them a head start toward their career. The Alaska CTE team will be working with school districts during the next three years to review all CTE programs and courses, and incorporate the college- and career-ready standards into the courses. Professional development will continue to be offered, to increase the capacity of instructors to effectively teach or reinforce the concepts necessary for success in their CTE pathway. EED's content specialists will participate to support the collaboration efforts.

- *Does the SEA intend to work with the State's IHEs and other teacher and principal preparation programs to better prepare—*
 - *incoming teachers to teach all students, including English Learners, students with disabilities, and low-achieving students, to the new college- and career-ready standards; and*
 - *incoming principals to provide strong, supportive instructional leadership on teaching to the new standards?*

If so, will the implementation of the plan likely improve the preparation of incoming teachers and principals?

EED collaborates with various organizations and has special working groups to better prepare teachers to teach all students, and prepare principals to provide strong, supportive instructional leadership. The Alaska Administrator Coaching Project and the Rural Alaska Principal Preparation and Support Program, including the Alaska State Leadership Institute, are two programs that support principals; similarly the Alaska Statewide Mentor Program supports early-career teachers with less than two years of experience. EED's Teacher Quality Working Group will coordinate efforts between these programs, with the University of Alaska Statewide as lead partner.

Four Alaska institutions of higher education (IHE) offer teacher and administrator preparation programs. To continue the dialog with Alaska's IHEs about preparing teachers and administrators, EED held meetings in October 2012, January 2013, and April 2013. The focus was on preparing teachers and principals so that incoming teachers are prepared to teach all students to the college- and career-ready standards. Each Alaska IHE was invited to bring a team consisting of the deans or chairs of the education and arts and science departments and the lead faculty of the special populations and administrative preparation programs. (See Attachments 1.8 and 1.9)

The meetings reviewed recent changes to regulations that affect teacher and administrator preparation programs; the IHEs shared their alignment efforts to date. Participants identified resources to expand capacity and areas in which IHEs and EED can collaborate to strengthen teacher and administrator preparation. Action plans were created, with responsible parties identified. Additional meetings will be scheduled as necessary.

The following are among the agenda items for the meetings:

- examine national trends in teacher and principal preparation and where Alaska stands;
- review and refine the State's approval process for teacher and administrator preparation programs;
- guidelines and expectations for Alaska's teacher and administrator preparation programs to include the Alaska professional and content standards for teachers and administrators, the State's cultural standards for beginning teachers and professional teachers and administrators, the college- and career-ready standards, extended grade level expectations for severely cognitively delayed students, English language proficiency standards, and the State's Literacy Blueprint;
- review the IHEs' internal processes for teacher and administrator preparation programs, alignment efforts and indicators of success.

EED works with IHEs through Title II Professional Development grants for teachers. By encouraging IHEs to align their professional development offerings with the college- and career-ready standards, the competitive application process encourages changes needed for pre-service teachers. IHEs will be encouraged to attend the Professional Development Forum.

- *Does the SEA plan to evaluate its current assessments and increase the rigor of those assessments and their alignment with the State's college- and career-ready standards, in order to better prepare students and teachers for the new assessments through one or more of the following strategies:*
 - *Raising the State's academic achievement standards on its current assessments to ensure that they reflect a level of postsecondary readiness, or are being increased over time to that level of rigor? (E.g., the SEA might compare current achievement standards to a measure of postsecondary readiness by back-mapping from college entrance requirements or remediation rates, analyzing the relationship between proficient scores on the State assessments and the ACT or SAT scores accepted by most of the State's 4-year public IHEs, or conducting NAEP mapping studies.)*
 - *Augmenting or revising current State assessments by adding questions, removing questions, or varying formats in order to better align those assessments with the State's college- and career-ready standards?*

- *Implementing another strategy to increase the rigor of current assessments, such as using the “advanced” performance level on State assessments instead of the “proficient” performance level as the goal for individual student performance or using college-preparatory assessments or other advanced tests on which IHEs grant course credits to entering college students to determine whether students are prepared for postsecondary success?*

If so, is this activity likely to result in an increase in the rigor of the State’s current assessments and their alignment with college- and career-ready standards?

Alaska will analyze the scale scores at each existing proficiency level on the future State assessments by comparing student scores with the ACT and SAT to find correlations between achievement levels. This analysis will provide statistical evidence to support the alignment between the new standards, the new more rigorous assessments, and expected levels of college readiness.

EED augmented its current State assessments by field testing in spring 2013 new items and new item types that are aligned to the college- and career-ready standards. EED is working with its testing contractor to design new item samplers to be released for distribution by spring 2014. Performance tasks and items that are more appropriate for online testing will be developed and distributed by spring 2015. EED is mapping items in the existing test bank that are based on existing Grade Level Expectations with the college- and career-ready standards. All existing items will be recoded to identify how or if they can be utilized for the new, more-rigorous assessments. In some cases items will be removed; other items will be retained; and others will be recoded to different grade levels or grade level ranges. These activities will result in a much more robust, flexible and rigorous item bank that will yield assessments aligned to the college- and career-ready standards.

- *Does the SEA intend to analyze the factors that need to be addressed in preparing teachers of students with disabilities participating in a State’s alternate assessment based on modified academic achievement standards (AA-MAAS) in order to ensure these students can participate in the assessments that will be aligned with college and career-ready standards?*

Alaska does not have an alternative assessment based on modified academic achievement standards because the state does not have modified standards. Alternative assessments, modifications and accommodations exist for testing of disabled students under the educational standards that address all Alaskan students.

Note: The outcome is that all teachers of students with disabilities will be able to map an instructional pathway, using learning progressions from a student’s present levels of performance to be enrolled at grade-level standards. In addition to this, plans are under way to develop training materials.

- *Does the SEA propose other activities in its transition plan? If so, is it likely that these activities will support the transition to and implementation of the State’s college- and career-ready standards?*

Alaska is actively pursued becoming a participating state in one of the assessment consortia. EED has conducted teleconference meetings with the Smarter Balanced Assessment Consortium (SBAC) and the Partnership for Assessment of Readiness for College and Careers consortium, and each consortium’s project management partners. Consortia membership will allow Alaska’s

educators to access high-quality instructional materials, interim and formative assessment tools, and conversations regarding relevant rigorous curriculum.

EED leadership met with leadership team members from SBAC to discuss Alaska's effort to join the consortium. The following week, SBAC's Executive Council met and recommended that SBAC discuss with USED the inclusion of Alaska as a member. Alaska provided evidence to the SBAC leadership members showing that the Alaska English/language arts and mathematics standards are well-aligned with the Common Core State Standards. EED's evidence included the standards themselves as well as the documentation for analyses by the Council of Chief State School Officers' Common Core implementation team. Alaska joined SBAC as an advisory state on April 19, 2013.

Through membership in SBAC, Alaska schools will have access to optional computer adaptive assessments in the classroom. These assessments will be self-administered several times within a school year; decisions related to the frequency of testing will be made locally. The interim assessments will provide immediate results to teachers that can be used to inform instruction. The items and item types will be similar to those that will be administered in the summative assessments. Access to these assessments and exposure to the more-rigorous items and item types will assist students and teachers as we transition to college- and career-ready standards. By the time that the students participate in the summative assessments in the spring, they will be familiar with the testing process, content, item types and delivery.

Membership in SBAC will provide classroom teachers with access to multiple formative assessment resources. SBAC is developing a large bank of tools, processes and practices that will support the implementation of college- and career-ready standards in Alaska. Classroom teachers will have access to performance tasks, which can be used to collect formative information. Scoring rubrics will be available for use by teachers to support teaching learning in an on-demand format. Classroom teachers will be able to design and administer their own assessments to measure the progress of their students.

Alaska will use a technology readiness tool that has been developed for consortia members. EED will gather information in preparation of administering not only the electronic delivery of assessments, but the use of a computer adaptive testing system. EED's Technology Coordinator is gathering data to measure the state's capability for administering computerized tests. EED will continue to promote the use of electronic testing for all of the students in grade 11 that participate in the ACT WorkKeys career-ready assessment. In anticipation of Alaska moving to electronic testing for the future summative testing program, EED's immediate goal is to have all school districts attempt to administer the WorkKeys assessment electronically by fall 2013. This requirement will allow us the first look at district and school capacity for delivering assessments electronically. EED will investigate the current use of electronic formative and interim assessment systems that are now used by our public schools.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State’s Memorandum of Understanding (MOU) under that competition. (Attachment 6)</p>	<p>Option B</p> <p><input checked="" type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Provide the SEA’s plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.</p>	<p>Option C</p> <p><input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)</p>
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The Smarter Balanced Assessment Consortium (SBAC) Executive Committee approved proposed changes to the SBAC Governance document on 9/18/2012. This action allowed Alaska to be considered for membership status. A Memorandum of Understanding (MOU) requesting Alaska’s membership as an advisory state was submitted to SBAC on April 8, 2013. Upon acceptance in SBAC, Alaska will now implement assessments being developed by the consortium.

Alaska plans to participate in field testing and pilot testing, and is working to identify districts that are willing to participate.

In addition to using the formative tools, interim assessments and summative assessments being developed through SBAC, Alaska has augmented its current State assessments to include the field testing of new items in spring 2013. The new items will include more rigorous items that are aligned to the Alaska Standards and the Common Core State Standards (CCSS). These items will be included in the current required testing grades of 3-9. Alaska will field test new innovative item types that reflect the types of items being developed by SBAC and the Partnership of Assessment of Readiness for College and Careers (PARCC) consortia. A data review has been planned for summer 2013 to review the results of the field-tested items. The review will include public school educators from across the state.

Alaska adopted college- and career-ready Alaska standards for English/language arts and mathematics in June 2012, following a review and revision process that spanned more than two years. Two full years were needed to fully involve all of our stakeholders in thoughtful and thorough consideration, which was crucial for developing the new standards. Alaska will support districts and schools in making the transition from the existing Grade Level Expectations to full implementation of the new ELA and Math standards for assessment in 2014-2015. Within the existing assessment system, EED will field test new items and new item types starting in spring 2013. These new items will be innovative, rigorous and aligned to the college- and career-ready standards. If membership in SBAC is granted, Alaska will administer new high-quality, aligned assessments during the 2014-2015 school year. Membership with the SBAC consortium will allow Alaska to use materials and tools that are being developed for the consortium. The statewide assessment system will continue to assess students in grades three through ten through 2014, and will assess students using new assessments in grades 3-11 starting in 2015. New item samplers will be developed by 2014 to be used by classroom teachers.

Alaska is committed to designing assessments that can be delivered in an electronic format. EED requires the WorkKeys assessment to be delivered electronically for all students in grade 11. EED has a goal of having all school districts administer the WorkKeys assessment electronically in fall 2013. To prepare for this, Alaska will conduct a technology readiness survey and coordinate with district technology coordinators to analyze capacity, bandwidth, and hardware capabilities.

As referenced in Principle 2, a strong aspect of Alaska's accountability system will continue to be its ability to measure student growth across multiple years in the statewide assessment system. Alaska has been incorporating growth data for Federal and State accountability measures for several years. Alaska was among the first states to have a growth model approved for inclusion in AYP, in 2007, and continues to use it. The State adopted a growth model for State accountability in 2006.

Alaska has joined the National Center and State Collaborative (NCSC) consortium to address the needs of students with severe cognitive disabilities. Alaska has participated in the Curriculum and Instruction workgroup, the Technology workgroup, and in regularly scheduled Community of Practice meetings with NCSC leadership. Alaska has addressed the following key factors in its work with the NCSC: articulating college and career readiness; defining the construct relative to the Alternate Assessment on Alternate Achievement Standards and the students it serves; developing communicative competence; delivery of professional development; building capacity to deliver professional development; and developing a strong argument for validity. Alaska will continue to

coordinate with its qualified mentors, qualified assessors, and school district test coordinators to ensure that expectations are well-understood for students with severe cognitive disabilities as Alaska transitions to the college- and career-ready standards.

Alaska has joined the World-Class Instructional Design and Assessment (WIDA) consortium to address the needs of English language learners. Alaska adopted WIDA standards in 2011. EED will work with the consortium to develop and identify resources to meet the needs of the EL population. Alaska uses the ACCESS for ELs assessment to measure English language development.

Timeline for Implementation of New Assessments

	2012-2013	2013-2014	2014-2015
Summative Assessment	Standards Based Assessment aligned to Grade Level Expectations; field test items and new item types aligned to new Alaska standards	Standards Based Assessment aligned to Grade Level Expectations; field test items and new item types aligned to new Alaska standards	Smarter Balanced Assessment Consortia assessments; fully aligned to new Alaska standards
Alternate Assessment (NCSC Consortium)	Current Alaska Alternate Assessment aligned to current AA-AAS	New NCSC designed Alternate Assessment aligned to new AA-AAS	New NCSC designed Alternate Assessment aligned to new AA-AAS
English Language Learner Assessment	ACCESS for ELs	ACCESS for ELs	ACCESS for ELs
Career Readiness Assessment	WorkKeys by ACT	WorkKeys by ACT	WorkKeys by ACT
Interim Assessments	Optional: district-purchased assessments	Optional: district-purchased assessments	Optional: district-purchased assessments
Formative Assessments	Optional: district-purchased assessments	Optional: district-purchased assessments	Optional: district-purchased assessments

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A.i Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2013–2014 school year, and an explanation of how the SEA's differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

- a. *Does the SEA's accountability system provide differentiated recognition, accountability, and support for all LEAs in the State and for all Title I schools in those LEAs based on (1) student achievement in reading/ language arts and mathematics, and other subjects at the State's discretion, for all students and all subgroups of students identified in ESEA section 1111(b)(2)(C)(v)(II); (2) graduation rates for all students and all subgroups; and (3) school performance and progress over time, including the performance and progress of all subgroups?*

Overview of Accountability System

Alaska's differentiated system of recognition, accountability and support will present an overall picture of a school's performance in ensuring that students are college and career ready through the Alaska School Performance Index (ASPI). Schools will receive a rating for their ASPI score based on 5 stars (highest performing) through 1 star (lowest performing). The ASPI will provide information to parents and the public about the overall performance of the school and will provide incentives to schools to improve to receive a higher star rating.

The ASPI index will include college and career ready indicators for schools with students in elementary and middle (EM) grade levels (K-8) and for schools with students in high school (HS) grade levels (9-12). The indicators will receive different weights in the overall ASPI score as applicable to the different grade spans. Schools with students in a combination of grade levels from K-8 and 9-12, including grades K-12, will receive an index score based on applying the EM and HS indicators proportionately to the percentage of students in those grade levels in the school. The academic achievement, school progress, and attendance rate in the standards-based assessments (SBAs) will apply to all schools. Schools with students in grades 9-12 will have additional indicators of college and career readiness: graduation rate, college and career ready indicator based on seniors earning certain levels of scores on the ACT, SAT, or WorkKeys assessments, and a participation rate on the WorkKeys assessment. The academic achievement indicator measures proficiency on the reading, writing and mathematics standards-based assessments SBAs for the all-students group. The progress indicator is a weighted growth and proficiency index score for the all-students group and for the four primary subgroups of Alaska Native/American Indian (AN/AI), economically disadvantaged (ECD), students with disabilities (SWD), and English learners (EL) as represented in each school.

Alaska will set Annual Measurable Objective (AMO) targets in reading, writing, and mathematics that are ambitious but achievable. Alaska will set state targets for the all-students group and for each of the currently identified subgroups so that they increase in annual increments toward a goal of reducing by half the percentage of students (all students and in each traditional subgroup as currently required by No Child Left Behind (NCLB)) who are not proficient within six years in each assessment area. In addition, similar AMO targets will be set for each school and district at the all-students level and each subgroup. The school or district will be considered to have met the AMO target if it meets either its individual school or district target or if it meets the state target for that year. Alaska will publicly report annually on each school's and district's progress in meeting these AMO targets for the all-students group and for all current NCLB-required subgroups. Public reporting of this data will serve as an incentive for schools and districts to address any achievement gaps and strive for improvement. Alaska will reset the AMO targets and the ASPI index rating intervals based on the data from the implementation of the new assessment in 2014-2015.

The State will report the percent of students tested who scored proficient or advanced in each of the SBAs in reading, writing, and mathematics for the all-students group and for the seven required subgroups. The State will report the AMO targets and whether the school met the targets in each group. The State will consider whether the school is making progress toward or meeting the AMO targets as part of its data review of all schools and to identify schools that are Priority schools, Focus schools, Reward schools, or other schools that need to address lack of progress in specific subgroups. The ASPI score will not include points for making or missing the AMO targets.

Alaska will hold districts and schools accountable for improving student achievement, closing achievement gaps, and increasing graduation rates for all students and subgroups through differentiated consequences and interventions based on factors including the school's ASPI score, whether the school is meeting the AMO targets in reading, writing, and mathematics, and whether the school is improving its graduation rate. Alaska will recognize the top 10% of the highest-performing schools and the high-progress schools as reward schools each year and will encourage those schools to serve as models or mentors to other schools. Alaska will provide support to all schools and districts through its State System of Support (SSOS) by using a tiered system differentiated to meet the needs of specific schools and districts. All schools and districts are eligible to receive support from SSOS through resources posted on the state's website, through regular technical assistance and support for statewide initiatives such as new content standards implementation and the online school improvement planning tool called Alaska STEPP, and through specific requests for assistance. Alaska STEPP (Steps Toward Educational Progress and Partnership) is the Alaska customized version of the Indistar online school improvement tool developed by the Center on Instruction and Improvement. (See Attachment 2.3 SSOS Operations Manual for more information about AK STEPP.) School districts with schools at lower-performing levels such as priority and focus schools and those with achievement gaps will receive more targeted or intensive support from SSOS. The State will review all schools in the higher-performing ASPI star ranges (3 stars and above) on the AMO targets and graduation rates for all current NCLB-reported subgroups, and will require schools that are not closing the achievement or graduation gaps to address those gaps in a targeted improvement plan submitted to the school district. The school district will oversee those plans and will be held accountable for ensuring that the schools are receiving support to close the gaps. The State will perform a desk audit (review of the data) of all schools in the lowest star ratings and will work with the school districts to provide appropriate support and interventions to those schools. Of those schools, the State will identify the lowest-performing 5% of Title I schools as priority schools and require those schools to implement the

specified interventions aligned with the turnaround principles for a minimum of three years. The State also will identify the next-lowest-performing 10% of Title I schools as focus schools and will work with the school districts to identify specific interventions aligned with the needs of those schools, especially in areas of subgroups or graduation rates. Details about the accountability and support system and the identification of the reward, priority and focus schools will be found in the remaining sections of Principle 2.

NCLB provisions waived

Alaska will be waiving the following provisions of the current NCLB law:

- Alaska will not report whether schools have made Adequate Yearly Progress (AYP).
- Alaska will not identify schools or districts under the current labels of improvement, corrective action, or restructuring.
- Alaska will no longer require the consequences in the current law for schools in improvement, corrective action or restructuring.
- Alaska will no longer require schools to offer public school choice or supplemental educational services (SES) in schools identified for improvement. Districts may offer these options to parents if desired.
- Alaska will no longer require districts to set aside 20% of their Title I allocation to provide SES or transportation to schools of choice. These funds may instead be used, as needed, to provide support to schools identified as Title I priority or focus schools.
- Alaska will no longer require districts to use 10% of their Title I allocation for professional development for districts in improvement.

Alaska School Performance Index

The Alaska School Performance Index (ASPI) represents the overall picture of a school's progress. All schools will receive an overall score on the index. The ASPI is based on an index score that includes college- and career-ready weighted indicators as applicable to the grade span of the school. The overall ASPI score will determine the category or rating of the school. Five-star schools will represent the top-performing schools in the state, while the lowest-performing schools will be rated as 1-star schools.

Each school receives points in the specified indicators, and each indicator is weighted. The overall score will be on a 100-point scale. There are different indicators and weightings of those indicators for elementary/middle schools with students in grades ranging from K-8 and for high schools with students ranging in grades from 9-12. Schools with students that include students from any grades in K-8 and any grades in 9-12 will receive points and weightings on indicators based on the percentage of students enrolled in the school on the first day of testing on the SBAs in April in each grade span. This would include schools with all K-12 grades as well as those with grade spans that cross the grade spans, such as grades 6-12.

All schools include the following indicators in the ASPI score: academic achievement on the reading, writing, and mathematics SBAs, progress in the all-students group and in four primary subgroups as measured by the growth and proficiency index score, and attendance rate. Three additional college- and career-ready indicators are included for schools with students in grades 9-12: the graduation rate, an indicator based on the percent of seniors who take and earn scores at designated levels on the ACT, SAT, or WorkKeys assessments, and a participation rate in the

state-required WorkKeys assessments. These indicators and weightings are explained in further detail below.

- **Academic Achievement indicator:** The State will include scores of all students who take the SBAs in reading, writing, and mathematics in the indicator for academic achievement for the school. All students tested will be included in the assessment results for the academic achievement indicator, not just “full academic year” students. This holds schools accountable for ensuring that students who transfer in later in the year receive the same instructional support as continuing students. The school receives points representing the percentage of students proficient or above across all three assessments. The percentage is calculated by a fraction, the numerator of which is the sum of the number of students proficient in reading plus the number of students proficient in writing plus the number of students proficient in math. The denominator of the fraction is the sum of the students tested in reading plus the number of students tested in writing plus the number of students tested in math. For example, if 100 students tested in each subject, and 74 were proficient in reading, 69 in writing, and 67 in mathematics, the total number of students proficient would be $74+69+67$ or 210 and the number tested would be $100 + 100 + 100$ or 300. The percentage of students proficient or above on these assessments would be $210/300$ or 70% and the academic achievement indicator score would be 70 points. While this indicator represents aggregated data for reading, writing, and math within the ASPI, the performance of all students and all NCLB subgroups will be tracked and reported publicly in each assessment through the progress toward meeting the AMO targets and through the achievement at each proficiency level as reported in the school and district report cards.
- **School Progress indicator:** The growth and proficiency index will be used as the indicator of progress for students in the school. The index is a score that is given to each school that reflects the progress made by individual students in the school.

Alaska has a long history of using index table models for accountability purposes. The first model was developed to be used in the initial accountability system that Alaska proposed for Adequate Yearly Progress (AYP) under NCLB. Alaska worked collaboratively with The National Center for the Improvement of Educational Assessment, Inc., known as the Center for Assessment, to present a balanced model consisting of an index table growth model and a status performance model. At the time, growth models were not being considered for AYP so Alaska revised the state accountability plan by removing the index table growth model. Although the model was removed for AYP, Alaska continued to revise it and consider it for state accountability purposes.

A state initiative in 2006 brought the index table model back into use by adopting and modifying the initial value table to be used for the Alaska State Performance Incentive Program (AKSPIP). This program was designed to reward school staff for increased performance in state-required assessments. The method for identifying growth in schools was well-accepted; however, the program itself was not continued. The AKSPIP ran for three years, ending after the 2008-2009 school year.

The growth and proficiency index is currently implemented through state regulation 4 AAC 33.500-540 and is used as one measure to identify schools that are lowest-performing and must receive additional analysis by the State to determine the reasons for lack of progress in the school. This index also is used as an indicator of school progress in the definition for the

“persistently lowest achieving schools” for the School Improvement Grant program under 1003g. Alaska used slight modifications of the index table for state accountability purposes following a legal decision (*Moore v. State of Alaska*). The settlement of the case required the Alaska Department of Education & Early Development (EED) to provide programs and significant funding to support the lowest performing schools in the state, as measured by the index table. In 2012 Alaska incorporated the modified the index table into regulations; that table will be used as an indicator in the new Alaska accountability system. (See Attachment 2.1)

For the purposes of the growth and proficiency index, the “below proficient” and “far below proficient” proficiency levels of performance on the SBAs are subdivided into “below proficient plus,” “below proficient minus,” “far below proficient plus,” and “far below proficient minus” to in order to measure student progress within the non-proficient performance levels. The “proficient” performance level is subdivided into “proficient” and “proficient plus” in order to recognize continued growth in students that are scoring above the minimum proficient level.

The value number table displays the points from 0 to 230 in each cell in a matrix that reflects whether the student is maintaining at the same performance level, is progressing, or is declining from the previous year’s assessment. A student scoring at the proficient level for two years in a row receives 100 points as that student made the expected growth. Students who move from a below proficient level to proficient or increase from proficient to proficient plus or advanced will earn more than 100 points depending on the amount of progress from their previous proficiency level. For example, a student who scored at the proficient level in the previous year and scored at the proficient plus level in the current year would receive 125 points, and a student who moved from the far below proficient plus level to the proficient level would receive 160 points. Students who decline in proficiency from one year to the next receive less than 100 points and may possibly receive zero points, as indicated by a drop from advanced proficient to below proficient minus. A student who drops in proficiency level from one year to the next may still have increased in his or her learning, but did not make the expected growth of one year of progress, thus the points earned are less than 100 but not necessarily zero. A student who declined from below proficient plus to far below proficient plus would receive only 30 points. The following table shows the values represented for each category of student performance on the assessments from the previous year to the current year. The values shaded in green (above the solid border) represent growth in the proficiency level from the previous year. The values shaded in yellow (in the center diagonal between the solid border and the dashed border) represent students who maintained the same proficiency level from the previous year. The values shaded in red (below the dashed border) represent students who declined in the proficiency level from the previous year. Note that it would be highly unusual for students to improve more than one or two categories per year on the growth and proficiency index value table.

Growth & Proficiency Index Value Number Table							
Previous Year Level	Current Year Level						
	Far Below Proficient Minus	Far Below Proficient Plus	Below Proficient Minus	Below Proficient Plus	Proficient	Proficient Plus	Advanced
Far Below Proficient Minus	60	90	120	150	180	205	230
Far Below Proficient Plus	40	70	100	130	160	185	210
Below Proficient Minus	20	50	80	110	140	165	190
Below Proficient Plus	0	30	60	90	120	145	170
Proficient	0	10	40	70	100	125	150
Proficient Plus	0	0	20	50	80	105	130
Advanced	0	0	0	30	60	85	110

To determine the school or subgroup growth and index score, all of the individual student point values are totaled and then divided by the total number of students tested during both the previous year and the current year administrations. The previous-year assessment scores are included for all students who took the test, regardless of the school in which the student was enrolled for testing. (Please note that students retained in the same grade are excluded from the growth measure because the system is designed to measure growth from one year’s test to the next year’s test, and Alaska’s current test forms are not scalable. EED will revisit this issue when the new assessment comes online. Retained students’ assessment scores are included in the achievement measure, so schools have an incentive to serve these students.) Growth and index scores of 90 or above indicate that a school is showing progress. Growth and index scores of 85 or less show declining achievement. While it is possible for a school to receive a growth and proficiency index score of greater than 100, for the purposes of the ASPI the points received will be capped at 100.

The original index table was designed in 2006 to create an incentive to be above the diagonal line (i.e., make more than one year’s growth), and a disincentive to be below the line. In addition, the table creates an incentive to have students be proficient or above. Although conceptually the table could have been designed to have negative numbers below the diagonal, a policy decision was made to not label any students as “negative numbers.” In other words, the table could have been normed in a way that resulted in negative numbers below the diagonal, but the resulting index score would be no different. The existing table has been accepted by stakeholders and by an Alaska court in the settlement of a lawsuit over the adequacy of education. Districts have demonstrated that they understand the relative value of points awarded on this table. No stakeholders have suggested that

the table be amended. The department determined that the growth and index table as shown above would be included in the ASPI as a stakeholder accepted measure of student and school progress.

In considering whether to use 100 as a maximum number of points for growth, the state performed impact data analysis. Alaska's concern was that in very small (10-40 tested students) schools, a few very-high-growth students could mask other problems. EED's impact data analysis, however, showed that the masking effect was not prevalent. The impact data also showed that capping the growth score at 100 had little overall effect except to give a few relatively high-performing schools an incentive to improve in areas other than student growth. Alaska determined that capping the growth score within the index at 100 will be a meaningful measure of growth, will provide additional incentives to higher-performing schools to address all areas of the index, and will represent a similar scale (from 0 – 100) as the other elements of the ASPI.

For the State differentiated accountability system, the growth and proficiency index will be calculated for the all-students group and for each of four primary subgroups that are represented in a school with at least five students tested in the subgroup. While Alaska reports AYP results for each of six ethnic subgroups as well as for economically disadvantaged students, students with disabilities, and English learners (otherwise known as limited English proficient) students, there are four subgroups that represent either the largest percent of students in the state or those that are the lowest-performing: Alaska Native/American Indian (AN/AI), economically disadvantaged (ECD), students with disabilities (SWD), and English learners (EL). These subgroups will be included in the ASPI if at least five students in the subgroup participated in the SBAs. This ensures that more students in each subgroup will be included in the State's accountability system, as the current minimum size for a subgroup for AYP is 26. It will provide an incentive for schools to ensure that all students' needs are being addressed in order to improve the school progress indicator of the ASPI and therefore raise the ASPI score.

The following chart shows both the percent of the all-students group represented by all currently required Alaska NCLB subgroups and the percent of students in each group at the proficient or advanced level in reading, writing, and mathematics in 2012. The highlighted cells show the lowest-performing subgroups and the subgroups of the most significant size statewide. While some schools will have ethnic subgroups that are not included in the four primary subgroups, the performance of the students in those subgroups will be tracked and reported both for meeting the AMO targets and for the student achievement section of the school district and school report cards.

2011-2012 Statewide Data		% Prof/Advanced		
Group	% of Student Population	Reading	Writing	Mathematics
All students	100.0%	80.1	74.2	68.6
African American	3.7%	74.1	67.4	54.4
Alaska Native /American Indian	22.8%	59.0	51.3	48.6
Asian/Pacific Islander	8.8%	76.3	73.2	67.9
Caucasian	50.9%	90.1	84.7	78.7
Hispanic	6.4%	80.3	75.0	66.3
Multi-Ethnic	7.5%	82.4	76.6	70.2
Economically disadvantaged	46.9%	68.9	62.0	56.4
Students with disabilities	13.1%	44.0	38.2	32.2
English learners	10.2%	31.4	27.2	26.7

The school receives points based on the growth and proficiency index score for the all-students group and for each of the primary subgroups that are represented in the school with at least five students tested. For each applicable subgroup in the school, the subgroup score would be 10% of the overall progress points, with the all-students group making up the remaining percentage of the overall points. If the school has no subgroups, the points received are the growth and proficiency index score for the all- students group. If the school has represented subgroups, then the weighting of the overall growth and proficiency index is as follows:

- One subgroup: all students – 90%, subgroup – 10%
- Two subgroups: all students – 80%, subgroups – 20%
- Three subgroups: all students – 70%, subgroups – 30%
- Four subgroups: all students – 60%, subgroups – 40%

Example: School A with no subgroups			
Group	G&P Index Score	Weighting	Component of Progress Score
Alaska Native/Am Indian	N/A	N/A	N/A
Economically disadvantaged	N/A	N/A	N/A
Students with disabilities	N/A	N/A	N/A
English learners	N/A	N/A	N/A
All students	57.78	100%	57.78
School Progress Score	-	100%	57.78

Example: School B with 1 subgroup			
Group	G&P Index Score	Weighting	Component of Progress Score
Alaska Native/Am Indian	N/A	N/A	N/A
Economically disadvantaged	N/A	N/A	N/A
Students with disabilities	N/A	N/A	N/A
English learners	69.33	10%	6.93
All students	76.67	90%	69.00
School Progress Score	-	100%	75.93

Example: School C with 2 subgroups			
Group	G&P Index Score	Weighting	Component of Progress Score
Alaska Native/Am Indian	N/A	N/A	N/A
Economically disadvantaged	97.44	10%	9.74
Students with disabilities	88.65	10%	8.86
English learners	N/A	N/A	N/A
All students	100.00	80%	80.00
School Progress Score	-	100%	98.60

Example: School D with 3 subgroups			
Group	G&P Index Score	Weighting	Component of Progress Score
Alaska Native/Am Indian	N/A	N/A	N/A
Economically disadvantaged	96.28	10%	9.63
Students with disabilities	88.75	10%	8.88
English learners	99.79	10%	9.98
All students	100.00	70%	70.00
School Progress Score	-	100%	98.49

Example: School E with 4 subgroups			
Group	G&P Index Score	Weighting	Component of Progress Score
Alaska Native/Am Indian	75.35	10%	7.54
Economically disadvantaged	77.40	10%	7.74
Students with disabilities	70.00	10%	7.00
English learners	80.45	10%	8.05
All students	81.13	60%	48.68
School Progress Score	-	100%	79.01

EED ran simulations on the weightings of the subgroups within the growth and performance index score. Our simulations show that substantially increasing subgroup weighting changed the star rating for only a handful of schools. (For example, increasing subgroup weight from 10% to 15% for each subgroup caused only seven schools to change star rating. These changes were because those schools were on the cusp between stars and a decrease of as small as one-tenth of a point caused the change in star rating.) Thus, subgroup performance is highly correlated to overall school performance, and the 10% weighting of the subgroups within the growth and performance index incentivizes schools to improve overall and subgroup performance.

Attendance rate indicator: The school receives points on the attendance rate indicator based on the following chart. The points are structured to provide incentives for schools to maintain or improve their attendance rate to 93% or above.

Attendance rate	Points
96.00% - 100%	100
93.00% - 95.99%	95
90.00% - 92.99%	80
85.00% - 89.99%	50
70.00% - 84.99%	25
Below 70.00%	0

Graduation rate indicator: The school receives points on the graduation rate indicator based on the school's four-year or five-year adjusted cohort graduation rate for the all-students group. The graduation rate is calculated based on the adjusted cohort formula in current regulations and the current approved Accountability Workbook. Points are assigned according to the following chart. The school receives the points for either the four-year rate or the five-year rate, whichever results in the higher number of points. The point table is structured to encourage districts to improve their four-year graduation rate.

For schools that have six or fewer students in either the four- or five-year cohort or both for the current year (the denominator of the fraction used to compute the graduation rate), the four- and five- year graduation rates will be calculated by aggregating the graduation rate data for up to three consecutive years so that the aggregated cohort (denominator of the fraction) is greater than six for each of the specified four- and five-year rate.

When there are insufficient data to make a graduation-rate determination with a cohort of at least seven students over three consecutive years in either (but not both) the four- or five-year cohort, the school will receive points based upon the four- or five-year cohort in which the graduation rate can be calculated with at least seven students. In cases when there are insufficient data to make a graduation-rate determination with a cohort of at least seven students over three consecutive years in neither the four- or five-year cohorts, the graduation-rate indicator and its weight in the overall ASPI score will be removed from the calculation.

4-year graduation rate	5-year graduation rate	Points
98.00-100	98.00-100	100
90.00-97.99	93.00-97.99	95
85.00-89.99	89.00-92.99	90
80.00-84.99	85.00-88.99	70
70.00-79.99	80.00-84.99	50
60.00-69.99	70.00-79.99	25
50.00-59.99	60.00-69.99	10
Below 50.00	Below 60.00	0

Note that graduation rates for the all students group and each NCLB required subgroup will be reported in the school and district report cards.

EED ran simulations to determine a reasonable weight for the graduation rate within the ASPI. The simulations showed that increasing graduation rate weight from 20% to 30%, reducing the student achievement from 20% to 15%, and reducing the growth from 35% to 30% changed the star rating for 30 schools, only three of which increased. Approximately one-third of the schools that decreased were alternative schools, which, in EED’s view, are special and unique situations. EED noted that increasing graduation rate weight penalized some of the rural schools that have worked extremely hard and made substantial progress in recent years. Recent progress, however, might not be reflected in graduation rate, especially in small rural schools, because some students already left school and may have moved to a different village. As a policy matter, EED believes that weighting graduation rate at 20 percent, and having a steep curve for points awarded for graduation rate, achieves the proper balance for incentives in the index between graduating seniors and improvement for all students.

In the ASPI, the graduation rates are not differentiated. They are calculated in the same manner for all schools and for all of the special populations. Alaska holds all students to the same standard for graduation rates. All schools that serve grade 12 students are held to a 20 percent weighting in the ASPI. EED has been concerned for several years with the effect, in accountability measures, of the graduation rate for extremely small schools. Specifically, EED’s concerns were related to schools having graduation cohort groups of less than five students. There was much volatility due to small numbers that could prevent a relatively high-achieving school from meeting AYP. Conversely, a relatively low-achieving school could meet AYP with a modest amount of improvement in its graduation rate, again due to small numbers. The same phenomenon occurs to a much larger scale when considering special populations. EED believes that including graduation rate in the index, instead of making it a stand-alone data point, provides a better method for incentivizing improvement in graduation.

EED has several reasons for not including graduation rate points for each subgroup. First, when graduation rate was disaggregated by subgroups for AYP, it introduced the concept of differentiated graduation rates for certain subgroups. EED prefers to not have differentiated graduation rates. Second, as explained, Alaska has many very small schools for which a graduation rate for subgroups would not be valid. That would lead to some schools having graduation rates for subgroups and others not. EED prefers to be consistent. Third, introducing too many variables into an index makes the index confusing and weakens the impact of each variable. Because data on graduation rate by subgroup will be available, if a school has a significant graduation rate gap EED will take action based on the source data, without regard to whether that variable is included in the index.

As originally proposed to stakeholders, a graduation rate of 50-59 percent would receive zero points. Stakeholders strongly objected because they wanted to incentivize improvement for those schools that have graduation rates below 50 percent. In response to stakeholder input, EED’s proposal now provides a nominal point value of 10 for a graduation rate of 50-59 percent, while still awarding zero points for a rate below 50 percent. Finally, as explained elsewhere in this response, several simulations were run using various weightings for graduation, and 20 percent was chosen because it was the best representation without being overly restrictive or over-masking smaller populations.

College and Career Readiness indicator: Alaska requires all 11th-grade students to take the WorkKeys (WK) assessment administered by ACT in the fall as a measure of college and career readiness. WorkKeys is a set of assessments in reading for information, applied mathematics, and locating information administered by ACT. Students are encouraged to earn at least a bronze certificate, which represents entry-level qualifications in basic skills for specified jobs and which is recognized by a number of employers in the state. (See State regulation 4 AAC [06.717](#).) In addition, the Alaska Performance Scholarship program (APS) provides incentives for students to achieve a level of readiness for college or a career. Students who complete rigorous coursework and meet a core set of requirements are eligible to receive funding to pursue college or career training in Alaska. The requirements include an increased course load with a focus on more rigorous curriculum, and tiered award levels based on grade point average, ACT or SAT scores, and WorkKeys scores. (http://akadventure.alaska.gov/Grants_and_Scholarships/Alaska_Performance_Scholarship.aspx)

To calculate the College and Career Ready indicator, each high school senior (students enrolled in 12th grade on the first day of the administration of the standards based assessments in April of the school year) who has earned a WorkKeys certificate or received a score on the ACT or SAT college entrance exam that qualifies for one of three APS scholarship levels will earn points according to the chart below. The highest score in any category will count for an individual student. The total points earned by the 12th-graders enrolled at the school will be divided by the total number of 12th-graders from the school who participated in any one or more of the WorkKeys, ACT, or SAT assessments. The assessments may have been taken in either the junior or senior year no matter where the student was enrolled.

WorkKeys Certificate	ACT Score	SAT Score	Points
Gold or Platinum	25	1680	100
Silver	23	1560	95
Bronze	21	1450	80

WorkKeys participation rate indicator: The school receives points based on the percentage of 11th-graders enrolled on October 1 as reported in the fall OASIS (Online Alaska School Information System) data submission who participate in the WorkKeys assessment. The participation rate points are based on the chart below.

WorkKeys Participation Rate	Points
95.00% - 100%	100
90.00% - 94.99%	50
0% - 89.99%	0

Elementary/Middle Grade Levels (K-8) ASPI Indicator Weightings

The chart below shows the weighting factors applied to each indicator for students in grades K-8. If a school includes grade levels only from K to 8, then the school receives an ASPI score based only on these weightings.

Category	Weighting
Academic Achievement - % of all students proficient or above (average of % proficient on reading, writing and mathematics SBAs)	35%
School Progress - growth and proficiency index score for all students group and for each primary subgroup (AN/AI, economically disadvantaged, SWDs, and ELs)	40%
Attendance Rate (all students)	25%
Total	100%

High School Grade Levels (9-12) ASPI Indicator Weightings

The chart below shows the weighting factors applied to each indicator for students in grades 9-12. If a school includes grade levels only from 9 to 12, then the school receives an ASPI score based only on these weightings.

Category	Weighting
Academic Achievement - % of all students proficient or above (average of % proficient on reading, writing and mathematics SBAs)	20%
School Progress - growth and proficiency index score for all students group and for each primary subgroup (AN/AI, economically disadvantaged, SWDs, and ELs)	40%
Attendance Rate (all students)	10%
Graduation rate (cohort of all students)	20%
College & Career Readiness Indicator (12 th -graders at score levels on WorkKeys, ACT, or SAT)	8%
WorkKeys participation rate (11 th -graders)	2%
Total	100%

Schools with Grades K-12

Schools that have students in a mixture of grades between K-8 and 9-12 will receive points and weightings on indicators based on the percentage of students enrolled in the school as reported on the first day of testing for SBAs in April in each grade span. This would include schools with all K-12 grades as well as those with grade spans that cross the grade spans, such as grades 6-12. The following chart shows an example of such a school.

Grade Span	ASPI points earned in grade span	% of students in grade span	ASPI weighted points
K-8	67.89	77.2%	52.41
9-12	51.81	22.8%	11.81
Total for school			64.22

Alternative Schools

In 2013-2014, Alaska had 15 alternative schools that have been tailored to exclusively serve high-risk secondary students in grades 7-12. Their students arrive with the following characteristics: credit deficient, below proficient, a history of low attendance, in imminent danger of dropout and/or history of dropout, and with a heightened prevalence of barriers to learning like homelessness, poverty, untreated mental health issues like depression and social anxiety, teen parenting, substance use and abuse, and unaddressed health issues. The original ASPI metric as applied to these schools makes achieving a star rating above 3 mathematically implausible, inaccurately reflects progress the schools attain, and does not accurately differentiate the quality among the state's alternative schools. Beginning with the assessments taken in 2014, schools that meet the definition of an alternative school will receive an ASPI score and star rating based on the following amendments to the ASPI that is used for all other schools. The school's ASPI report and the School Report Card will carry a special designation to indicate that the school's ASPI rating is based on the Alternative ASPI metrics.

Definition of alternative school:

“Alternative school” means a school that has been specifically designed to exclusively serve high-risk secondary students in grades 7-12. Alternative schools are designed to meet the needs of secondary students confronted with barriers to graduation such as credit deficiencies, below-proficient academic performance, a history of low attendance, high drop-out risk or drop-out history, often due to such factors as poverty, homelessness, mental health conditions, substance abuse, and teen parenting. It is important to note that an alternative school is not a program within a larger school, whether a traditional school, charter school, or correspondence school.

Amended ASPI Metric for Alternative Schools: The amended changes are proposed for the grades 9-12 component of the ASPI metric. The grades 7-8 component of the ASPI metric would remain unchanged for these alternative schools.

Attendance rate indicator for alternative schools: The school receives points on the attendance rate indicator based on the following chart. This modification adjusts for the student demographic served and reflects the hardships alternative school students face in attending school regularly (homelessness, teen parenting, poverty, mental health issues, care for siblings, substance abuse etc.) It is the rule rather than the exception for alternative schools to accept students with life challenges that resulted in histories of poor attendance and non-attendance (or dropping out) while enrolled in traditional schools. The attendance rate ranges and point values proposed will set ambitious but achievable attendance goals for these schools. Under the original ASPI metrics most alternative schools earned fewer than 25 of the 100 attendance rate points (fewer than 3 weighted points on the ASPI scale).

Alternative Schools Attendance rate	Points
88.00%-100%	100
83.00-87.99%	95
78.00%-82.99%	80
73.00-77.99%	50
65.00%-72.99%	25
Below 65.00%	0

Graduation rate indicator for alternative schools: The school receives points on the graduation rate indicator based on the school’s four-year or five-year adjusted cohort graduation rate for the all-students group. The graduation rate is calculated based on the adjusted cohort formula in current regulations and the current approved Accountability Workbook. Points are assigned according to the following chart. The school receives the points for either the four-year rate or the five-year rate, whichever results in the higher number of points. The graduation rate will work to support alternative schools’ inclusive and flexible enrollment practices and to prevent alternative school program changes simply to raise ASPI scores. The graduation rates and point values will set ambitious but achievable graduation goals for these schools. Under the original ASPI metrics, 12 of the 15 alternative schools received zero points and none received more than 25 of the 100 possible graduation points (5 out of the 20 possible weighted graduation points on the 100 point ASPI scale).

Alternative Schools Graduation Rate		
4-year rate	5-year rate	Points
80.00-100	85.00-100	100
70.00-79.99	75.00-84.99	95
60.00-69.99	65.00-74.99	90
55.00-59.99	60.00-64.99	70
45.00-54.99	50.00-59.99	50
40.00-44.99	45.00-49.99	25
35.00-39.99	40.00-44.99	10
Below 35.00	Below 40.00	0

WorkKeys participation rate indicator for alternative schools: The school receives points based on the percentage of 11th-graders enrolled on October 1 as reported in the fall OASIS (Online Alaska School Information System) data submission who participate in the WorkKeys assessment. For the same challenges identified under attendance, a 95% participation rate is not realistic for alternative schools. As many alternative schools are small a few students can heavily impact this area. The average participation rate was between 60 and 70%. The participation rate points are based on the chart below.

WorkKeys Participation Rate	Points
85.00% - 100%	100
60.00% - 84.99%	50
0% - 59.99%	0

High School Grade Levels (9-12) ASPI Indicator Weightings for Alternative Schools

The ASPI weighting of the School Progress element will be increased from 40% to 50% and the weighting of the academic achievement element will be decreased from 20% to 10%. The school progress component of ASPI reflects the work alternative schools accomplish more accurately than any of the other ASPI metrics: it holds the schools fully accountable for moving students forward academically while empowering them to accept students where they are. School progress is the ASPI element most within the school’s control to influence. The subgroups reflect the highest achievement gaps of Alaska students and as such reflect alternative school population needs. School progress measures growth of individual students on a continuous scale.

Reducing the weight of the academic achievement element by 10% offsets the increase in the school progress element by 10%. While student progress better reflects growth and achievement within the alternative schools, academic achievement is a poorer indicator of alternative schools which primarily receive students from traditional schools with a history of being below proficiency.

High School Grade Levels (9-12) ASPI Indicator Weightings for Alternative Schools	
Category	Weighting
Academic Achievement - % of all students proficient or above (average of % proficient on reading, writing and mathematics SBAs)	10%
School Progress - growth and proficiency index score for all students group and for each primary subgroup (AN/AI, economically disadvantaged, SWDs, and ELs)	50%
Attendance Rate (all students)	10%
Graduation rate (cohort of all students)	20%
College & Career Readiness Indicator (12 th -graders at score levels on WorkKeys, ACT, or SAT)	8%
WorkKeys participation rate (11 th -graders)	2%

Total	100%
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- b. *Does the SEA's differentiated recognition, accountability, and support system create incentives and provide support that is likely to be effective in closing achievement gaps for all subgroups of students?*

Participation Rate

For schools with a participation rate of less than 95%, non-tested students will be counted as not proficient for the Academic Achievement category of the Alaska School Performance Index. Schools must also have a 95% participation rate for the all students group and all subgroups in order to be identified as a reward school and in order to meet the AMO targets. Small schools with the all students group or subgroups with 40 or fewer eligible students will meet the participation requirement if all but two or fewer students are assessed.

ASPI Star Ratings and School Designations

Alaska will designate ranges of ASPI scores with a rating from 5 stars for the highest-performing schools to 1 star for the lowest-performing schools. The initial performance ranges will be set by reviewing the ASPI scores based on the 2012 assessment data. This will be the baseline year for setting the ASPI ranges and the AMOs. Alaska will identify the range for the 1-star schools as approximately the lowest 10% of the scores, and the 2-star schools will be approximately the next lowest 10% of the scores. The range for the 5-star schools will be approximately 10% of the highest scores. The remaining ranges will represent the 3-star and 4-star schools, which represent the schools in the average to above-average performance ranges. Once these ranges are determined, Alaska anticipates maintaining the corresponding star ratings for each range over the next three years, until the new assessments are implemented. This will provide an incentive to all schools to increase performance in order to raise their star rating. The goal would be for all schools to move out of the 1- and 2-star categories and for more schools to move into the 5-star category. Alaska will review the school performance data, ASPI indicators and scores, and star ratings annually and, if adjustments are needed, will seek to amend its waiver request to adjust the index and ratings to best reflect the overall performance of a school. Alaska will revise the AMO targets and the ASPI index based on data in the year the new assessments are implemented.

Alaska Schools Performance Index

Intervals	ASPI Score	Star Rating
Highest (~10%)	94 - 100	*****
Next Highest (~35%)	85 - 93.99	****
Middle (~35%)	65 - 84.99	***
Next Lowest (~10%)	55 - 64.99	**
Lowest (~10%)	0 - 54.99	*

The following chart shows the proposed ranges for points on the Alaska School Performance Index and the corresponding star rating. It also shows the number of schools in each category by grade span and by Title I status that would receive each star rating.

Summary of Schools with ASPI scores and proposed star ratings

Summary counts	# all schools	% of all schools	ASPI range	Rating	# EM	% EM	# HS	% HS	# K12	% K12	# Title I schools	% Title I in star rating
Highest range	58	11.5%	94 - 100	*****	47	81.0%	0	0.0%	11	19.0%	15	25.9%
Next Range	167	33.0%	85 - 93.99	****	117	70.1%	13	7.8%	37	22.2%	76	45.5%
Next range	179	35.4%	65 - 84.99	***	53	29.6%	25	14.0%	101	56.4%	119	66.5%
Next Lowest 10%	51	10.1%	55 - 64.99	**	3	5.9%	2	3.9%	46	90.2%	43	84.3%
Lowest 10%	51	10.1%	less than 55	*	2	3.9%	15	29.4%	34	66.7%	33	64.7%
Total all schools	506	100.0%			222		55		229		286	56.5%

Key	
Schools with only grades K-8	EM
Schools with only grades 9-12	HS
Schools with both EM & HS	K12

The chart below shows the number of schools in each proposed star rating as compared to the current AYP levels. Note that an AYP level of 0 means that a school made AYP. Each level number refers to the number of consecutive years that a school has missed AYP. An AYP level of 5 means that a school is in restructuring, and may have been at Level 5 for a number of years. The chart shows that while many of the higher-rated star schools are making AYP and many of the lower-rated star schools are at high levels of school improvement, corrective action or restructuring under the current law, there are some schools that are currently making AYP but are still very low-performing, and some schools that are at high levels of not making AYP but are fairly high-performing schools overall.

Proposed ASPI Star Ratings	# Schools in each category compared to AYP levels					
	AYP levels					
	0	1	2	3	4	5
1 star	5	3	6	5	2	30
2 stars	2	7	3	5	5	29
3 stars	63	39	10	13	8	46
4 stars	81	30	18	17	4	17
5 stars	52	4	0	1	0	1

Sample School Charts Showing Overall ASPI Score Calculation

Anytown Elementary School		#	%
Students in grades K-8		502	100%
Students in grades 9-12		0	0%
Grades K-8			
Category	Points Earned	Weight	Weighted points
Academic Achievement - % of all students proficient or above on SBAs)	63.5	35%	22.23
School Progress – growth and proficiency index score for all students group and for each primary subgroup (AN/AI, ECD, SWD, & EL)	93.98	40%	37.59
Attendance Rate (all students)	85	25%	21.25
Total		100%	81.07
ASPI Overall Score			81.07
Star Rating			***

Anytown High School		#	%
Students in grades K-8		0	0%
Students in grades 9-12		2211	100%
Grades 9-12			
Category	Points earned	Weight	Weighted points
Academic Achievement - % of all students proficient or above on SBAs	65.82	20%	13.16
School Progress – growth and proficiency index score for all students group and for each primary subgroup (AN/AI, ECD, SWD, & EL)	86.38	40%	34.55
Attendance Rate (all students)	50.00	10%	5.00
Graduation rate (cohort of all students)	50.00	20%	10.00
College & Career Readiness Indicator (12th graders scores on SAT, ACT, or WorkKeys)	73.53	8%	5.88
WorkKeys participation rate (11th graders)	50.00	2%	1.00
Total		100%	69.59
ASPI Overall Score			69.59
Star Rating			***

Anytown K-12 School		#	%
	Students in grades K-8	132	77%
	Students in grades 9-12	39	23%
Grades K-8			
Category	Points Earned	Weight	Weighted points
Academic Achievement - % of all students proficient or above on SBAs	28.06	35%	9.82
School Progress – growth and proficiency index score for all students group and for each primary subgroup (AN/AI, ECD, SWD, & EL)	80.19	40%	32.07
Attendance Rate (all students)	100	25%	25.00
Total		100%	66.89
Grades 9-12			
Category	Points earned	Weight	Weighted points
Academic Achievement - % of all students proficient or above on SBAs	10.42	20%	2.08
School Progress – growth and proficiency index score for all students group and for each primary subgroup (AN/AI, ECD, SWD, & EL)	76.59	40%	30.64
Attendance Rate (all students)	0.00	10%	0.00
Graduation rate (cohort of all students)	70.00	20%	14.00
College & Career Readiness Indicator (12th graders scores on SAT, ACT, or WorkKeys)	24.00	8%	1.92
WorkKeys participation rate (11th graders)	100.00	2%	2.00
Total		100%	50.64
ASPI Overall Score (66.89*77% + 50.64*23%)			63.16
Star Rating			***

- c. *Did the SEA provide a plan that ensures that the system will be implemented in LEAs and schools no later than the 2013–2014 school year?*

State Level Incentives and Support for All Schools

The State will publicly report the following information for all schools. The overall ASPI score will be reported, along with a chart showing how the score was calculated for each school. The percent of students proficient or advanced in the all-students group and all traditional subgroups on the reading, writing, and mathematics SBAs will be reported, along with whether the school has met the AMO targets in each of those areas. For schools with grade 12 students, the high school graduation rate will be reported for the all-students group and all current NCLB-required subgroups. The schools will have incentives to improve their ASPI score by focusing on the areas where all students or subgroups need additional support.

The State will perform a desk audit to review the above data for each school annually. The ASPI score and corresponding star rating of a school, combined with school data about meeting the AMO targets for achievement in reading, writing and mathematics, and the graduation rate targets for all subgroups will determine the types of supports and interventions that the school will receive.

EED's State System of Support provides resources and support to all schools through a tiered system of support and resources. The tri-tiered model represents SSOS efforts to help districts build their capacity. The work of the SSOS is based on the Alaska Effective Schools Framework. The framework is based on six domains that represent important areas of school functioning: curriculum, assessment, instruction, supportive learning environment, professional development, and leadership. Each domain includes a set of indicators and a rubric against which evidence of implementation is rated – from little or no development or implementation to exemplary level of development and implementation of the indicator. These six domains are the basis of several tools used to determine areas in which schools need to improve and in planning school improvement strategies and actions to increase the school's level of implementation of effective practices in each domain. The Alaska Self-Study Tool and the Alaska STEPP (Steps Toward Educational Progress and Partnership) online school improvement tool both use the Alaska Effective Schools Framework indicators and rubrics to assist schools in completing a needs assessment and developing school improvement plans targeted to fully implementing the six domains. The SSOS system and Alaska STEPP is described more completely in section 2G of this application and in the SSOS Operations Manual attached. (See Attachment 2.3)

Universal supports available to all schools regardless of star status include the following:

- The online continuous improvement planning tool Alaska STEPP (an extension of the Indistar model) is available to all schools in the state regardless of star status. This includes training and quarterly webinars open to all schools in the state.
- The twice yearly Curriculum Alignment Institute provides a forum for training and professional development.
- Support from two coaching programs:
Alaska Administrative Coaching Project. This coaching program serves new principals in developing leadership for successful school reform. Principals attend cohort institutes and receive follow-up coaching visits to strengthen their work in their school.
Alaska Statewide Mentor Project. While this project places mentors with new teachers regardless of school performance, schools that would be designated as Priority and Focus often experience high teacher turn-over rates and are more likely than not served by new teacher mentors.

One-star and 2-star designated schools will be held accountable through the district- and school-level audit process. (The State System of Support uses this process each year to review school performance, assess district-level support for school improvement work, and provide directed support and oversight, as required by Alaska regulations. See 4 AAC 06.872.)

Oversight and support provided to 1-star and 2-star schools through this audit process will be the following:

- Mandatory participation of selected schools in **professional development events** such as Curriculum Alignment Institute, Alaska School Leadership Institute, and Anchorage RTI

conference.

- **School Improvement Plan** and District Improvement Plan reviews to check for fidelity of implementation. The Alaska Effective Schools Framework provides guidance for assessing school improvement progress and organizing further action. The online planning tool Alaska STEPP embodies this framework and provides the structure for schools and districts to be continually engaged in their own improvement efforts.
- Upon review of districts' school improvement plans and efforts, the audit process can recommend an **independent onsite audit** of instructional practice to further clarify the school improvement progress and needs of a district and the designated schools.
- **School leadership support** through Alaska Innovative School Leaders Academy (AISLA) targeting experienced principals working in 1-star and 2-star schools. AISLA members will participate in a wide array of face-to-face and web-based activities that provide the knowledge and resources to address the specific challenges of implementing educational reforms. New principals working in 1- and 2-star schools will continue to be served by the Alaska Administrative Coaching Project upon which AISLA is based.
- **State System of Support Coaches** will continue to serve the lowest performing schools and districts – the priority schools. Each coach, assigned to one or two high-needs schools or districts, provides ongoing improvement planning, professional development, and support of School Improvement Plans. This support includes one site-visit (of five days) per month and ongoing distance coaching between visits. (See District Coaching Agreement - pages 24-27 of the State System of Support Operations Manual.)

The Alaska State System of Support provides support and oversight to districts and schools using a three-tiered approach with interventions at each tier level organized around the Alaska Effective School Framework's six domains of Leadership, Professional Development, Instruction, Assessment, Curriculum, and Supportive Learning Environment. The following table (see page 9, SSOS Operations Manual) presents the tiered intervention structure as it currently exists.

Tier I: Universal Access

- **Description:** Designed to provide **all** districts with access to information about the best practices in the six domains of effective schools (curriculum, assessment, instruction, supportive learning environment, professional development, and leadership).
- **Example:** Districts and schools meeting AYP.
- **Focus:** Tier I sites use most effective practices to improve student achievement and ask for support when they need it.
- **Support Provided by EED:** SSOS is available to help identify and leverage resources for school and district improvement. In addition, EED offers access to our website, audio and web conferences, and regional or State conferences.

Tier II: Targeted

- **Description:** Designed to provide districts and schools in **greater need** with additional assistance.
- **Example:** Districts and schools not meeting AYP, "872" schools, and most Level 4 Districts in Corrective Action.
- **Focus:** Tier II schools and districts submit District Improvement Plans (DIPs), "872" schools and Title I schools at Level 2 or above are required to submit School Improvement Plans (SIPs).
- **Support Provided by EED:** SSOS staff ensures that leadership teams identify the evidence of implementation as well as its impact on students. In addition to providing Tier II with a centralized pool of resources, EED may offer expertise provided by contractors who work directly with teachers and administrators on implementing effective instructional practices.

Tier III: Comprehensive

- **Description:** Designed to provide districts in the **highest level of need** with rigorous and explicit interventions.
- **Example:** High-needs "872" schools; Districts in Intervention.
- **Focus:** Tier III schools and districts focus on key areas that will have an immediate impact on student achievement. Expectations are clearly defined by district and EED. Implementation is monitored by EED.
- **Support Provided by EED:** In addition to providing Tier III schools and districts with a centralized pool of resource, SSOS provides support for administrators and teachers in the implementation of effective instructional and leadership practices and systems through a SSOS Coach.

The State System of Support will conduct a desk audit of all districts in the state that contain one or two-star schools. This audit process includes a close data survey of district performance and review of the district improvement plan to ensure alignment to the needs of identified schools. It will further identify areas of concern based upon the six domains of effective schools. EED will consult directly with district management to verify district efforts and resource alignment, and assess district capacity and intent to support reform. Districts will then be designated as one of three tiers. Tier I districts have broad latitude in determining effective policy and participate in a broad array of generally available technical assistance on a volunteer basis. These districts clearly have the capacity to support and develop effective schools. Tier II districts receive more directed attention through a desk audit / consultation process which requires district preparation of an improvement plan that aligns to the needs of one and two-star schools. As needed, EED can initiate an onsite instructional audit of Tier II districts to determine if capacity exists to effectively support school improvement. Tier III districts are those that typically have at least 25% of their schools identified as 1- or 2-star schools and are in need of outside assistance in the form of greater EED oversight and support via an onsite school improvement coach. This coach, assigned to a Tier III district or the priority schools within the district, work to provide technical assistance and drive implementation of the district and school improvement plans.

Schools with Average or Above Star Ratings (3- to 5-star schools)

Schools with ASPI ratings of 3 stars will be required to create a plan and timeline addressing key areas of the six domains of the Alaska Effective Schools Framework to improve the performance of the school and all subgroups within the school. Schools with ASPI ratings of 4 or 5 stars, including

Title I schools, that are missing AMO targets in any one subgroup for two years in a row, that have a subgroup that missed the participation rate, or that have a subgroup that missed its graduation rate target (for schools with grade 12) will be required to create a plan and timeline with specific strategies for improving the achievement or graduation rates of the subgroup(s) affected. The plans for 3, 4, and 5 star schools must be submitted to the district for review and approval. The district will be responsible for providing support to those schools, and may request support through the State System of Support. These schools will generally have access to the universal level of SSOS support available to all schools and districts, but may request support in specific areas as needed. The state will identify the highest-performing and high-progress reward schools for recognition from among the 5-star and 4-star schools. The criteria for identification and the recognition process for reward schools are described in section 2.C of this application.

Schools with Lowest Star Ratings (1-star and 2-star schools)

The State will perform a desk audit on all 1-star and 2-star schools. In addition to the ASPI score, the State will use the growth and performance index score for the all-students group and each subgroup, information about whether the school is meeting the AMO targets, information about the graduation rate, and information about the size and characteristics of the schools. For each school district with 1-star and 2-star schools, the State will consider data about the performance of other schools in the district, including the number and percent of schools in each star ranking, information about the previous levels of improvement in the schools in the district including identification as “872” schools, whether the schools and district have been in intervention status, change in key district or school personnel, and any progress being shown by the schools in the district. (Note: “872” schools are low-performing schools that meet the specific criteria as stated in 4 AAC 06.872, a State regulation to identify low-performing schools that require more support and possibly intervention from SSOS. The “872” schools are not required to be Title I schools – it applies to all schools. The regulations are being revised to reflect the 1- and 2-star schools as the lowest performing, rather than calling them “872” schools.) The State will determine the priority schools and focus schools from the 1- and 2-star schools. There will be a minimum of 14 Title I schools identified as priority schools and 29 Title I schools identified as focus schools. The identification criteria and complete description of the priority and focus schools are found in sections 2.D and 2.E of this application. The 1-star schools receive the most-comprehensive support from SSOS in the form of rigorous and explicit interventions. The 2-star schools would receive the targeted level of support from SSOS, such as on-site professional development opportunities or specific content area institutes provided by contractors. School districts that have a **larger number or percent** of schools with 1-star and 2-star ratings or priority and focus schools will receive comprehensive support.

Superintendents of school districts with 1-star and 2-star schools will be required to participate in a conversation with members of the SSOS team and EED leadership (by phone or in person) to address the areas of low performance in the school(s) and how they are being addressed by the district. The calls will address key areas of the six domains of the Alaska Effective Schools Framework. Based on the information gathered from those phone calls, EED will determine the level of support and interventions required in each school. In providing support and requiring interventions, EED will work with the school district and hold the district accountable for working with the schools. Depending on the level of assistance required and need shown by the desk audit and phone calls with the superintendent, support and interventions may include:

- On-site visit by EED staff to gather further information about needs in the school and district.

- Facilitated support to the school and district in completing the self-study of the Alaska Effective Schools Framework.
- On-site external team to perform an instructional audit of the school, or selected schools in the case of a district with more than one lowest-performing school.
- Required use of the online school improvement planning tool Alaska STEPP.
- Provision of specialized training for the staff and leadership at the school and district.
- Required participation of school and district staff in initiatives such as the Alaska School Leadership Institute, the Curriculum Alignment Institutes, etc.
- Provision of a SSOS on-site coach.
- If identified as a Priority or Focus school, interventions and support as specified in the descriptions in sections 2D-2G of this application.

The State System of Support has been using the above process for identification of the lowest-performing schools in the state and providing direct support through intervention in five school districts since 2007. Since that time, two of the school districts have met the State-defined criteria to exit intervention status. The SSOS support and intervention in schools has evolved over time and continues to change based on feedback from schools and evaluation of the supports that have shown to be effective. The Alaska Legislature recognized the need for more State support to assist low-performing schools and has increased state funding for the SSOS program through additional positions in EED as well as for on-site coaches through contracts.

The new recognition, accountability, and support system proposed by this application will significantly increase the focus and attention on the issue of subgroup performance over what was occurring under AYP. This is because the high-stakes nature of AYP required that Alaska have a minimum N and a confidence interval regarding whether a school or district met AYP for that subgroup. In contrast, inclusion of a point value in an index is not itself a high-stakes matter, even though the overall index point value is high stakes. This allows Alaska to relax the minimum N for inclusion of subgroups into the index to five. In Alaska, the impact of this change will be significant because most of our schools were small to medium-sized schools that were affected by the minimum N/confidence interval for subgroups. In reviewing the proposed ASPI model, the Governor's Council on Disabilities and Special Education provided comment in favor of the increased accountability that the minimum N of five will bring to the students with disabilities subgroup. Furthermore, in order to maintain high accountability for subgroups, Alaska has resisted requests to consider a super subgroup or to eliminate duplication for students in more than one subgroup. Thus, the system is designed to close achievement gaps.

In addition, schools are still required to set and meet AMOs for each subgroup. Whether a school has met its AMOs for subgroups will be included as a factor in determining whether a school is a focus or a priority school. This is further evidence that the system is designed to close achievement gaps.

The State System of Support has provided and will continue to provide resources and training on addressing needs of Alaska Natives, English learners, students with disabilities, and economically disadvantaged students in struggling schools and districts. As described, we work with all schools (not just struggling schools) on achievement gap issues.

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

<p>Option A</p> <p><input checked="" type="checkbox"/> The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.</p>	<p>Option B</p> <p><input type="checkbox"/> If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must:</p> <ul style="list-style-type: none">a. provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; andb. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.
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Alaska currently administers separate content assessments in reading and writing as well as mathematics. Reading and writing together have been reported for the language arts adequate yearly progress (AYP) targets. In this waiver proposal, reading and writing would be reported separately, but are considered to comprise the language arts assessment.

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

Option A	Option B	Option C
<p><input checked="" type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2011–2012 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p><input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2011–2012 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p><input type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> <p>ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.</p> <p>iii. Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments administered in the 2011–2012 school year in reading/language arts and mathematics for the “all students” group and all subgroups. (Attachment 8)</p>

Option A: Did the SEA set its AMOs so that they increase in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years?

- i. *Did the SEA provide the new AMOs and the method used to set these AMOs?*

The State will set AMO targets based on Option A so that they increase in annual increments toward a goal of reducing by half the percentage of students who are not proficient within six years in each assessment area: reading, writing, and mathematics. The targets will be set for each content area assessment separately rather than combining the results of the reading and writing assessments into one language arts target. This will provide more information about the areas of need in reading and in writing and progress from year to year can be determined on the individual content assessments.

ii. *Did the SEA use current proficiency rates from the 2011–2012 school year as the base year?*

The following chart shows the process of calculating the AMO targets using 2011-2012 proficiency rates as the base year:

AMO Calculation Example	
68.0	2012 % proficient or advanced
32.0	% Not proficient or advanced
16.0	% to reduce not proficient in 6 years
84.0	Target at the end of 6 years
2.7	Equal annual increments
70.7	2012-2013 AMO Target
73.3	2013-2014 AMO Target
76.0	2014-2015 AMO Target
78.7	2015-2016 AMO Target
81.3	2016-2017 AMO Target
84.0	2017-2018 AMO Target

iii. *If the SEA set AMOs that differ by LEA, school, or subgroup, do the AMOs require LEAs, schools, and subgroups that are further behind to make greater rates of annual progress?*

AMO targets will be set at both the state level and for each individual school and district. Targets will be set for the all-students group and for each current NCLB subgroup: African American, Alaska Native/American Indian, Asian/Pacific Islander, Caucasian, Hispanic, Multi-ethnic, economically disadvantaged, students with disabilities, and English learners (formerly known as LEP students). The effect of setting AMO targets for each subgroup means that the lower-performing subgroups that have a lower percentage of students proficient in the baseline year will have a larger percent of not-proficient students and thus larger annual increments for the AMO targets, requiring the subgroup to make a greater rate of progress than the all-students group. Schools and districts will be determined to have met the AMO target in a specific subject and subgroup if they have met either their own target or the state target. Schools and districts that are far below the state targets will need to make more progress from their baseline year to reach their own AMO target, but meeting their own AMO target will be more likely to be achieved than making a jump to the higher level state target. Schools and districts that are already above the state targets will be considered to have met the targets if they remain at or above the state targets.

Because Alaska has chosen to waive the requirement to report schools as making Adequate Yearly Progress (AYP), the following requirements in the currently approved Accountability Workbook will apply to reporting whether schools and districts meet the AMO targets:

- Participation rate must be 95% for all students and all subgroups.
- Only “full academic year” (FAY) students will be included.
- 1% cap for students with disabilities who take the alternate assessment based on alternate achievement standards will still apply.
- Recently arrived English learners (ELs or LEP) who take the ELP assessment will count toward the participation rate for the reading/language arts assessment, and the school district may choose not to include the scores of those students on the reading/language arts or mathematics assessments.
- Reading/language arts and mathematics assessment scores for former English learners and students with disabilities may be included for up to two years.
- For the purposes of determining whether a school district met the target for English learners in reading/language arts and mathematics under Title III (AMAO3), the target would be based on meeting the participation rate, the graduation rate, and the AMO targets for the English learners subgroup.

The following provisions would no longer apply or will be revised for new accountability system.

- The provision of “safe harbor” would no longer apply to meeting AMOs because that is a provision directly related to making AYP.
- The subgroup size for meeting AMO targets will be changed to be a minimum of five students to be included.
- The confidence interval would no longer be applied.

AMO targets will be used for reporting purposes for all schools and NCLB-required subgroups. Whether a school has met the AMO targets will be used as one of the criteria for identification as a reward or priority school, but it will not be a factor in the ASPI score.

The state AMO targets for the all-students group and each subgroup based on 2011-2012 data are shown in the table below. The AMO targets will be in place until the year of the implementation of the new assessments that are aligned with Alaska’s college- and career-ready standards 2014-2015. At that time, the targets will be reset using the data on the new assessments as the baseline year.

Group	Content Area	%Prof/ Adv 2011- 2012	Annual Incre- ment	AMO Targets					
				2012- 2013	2013- 2014	2014- 2015	2015- 2016	2016- 2017	2017- 2018
All students	Reading	80.1	1.7	81.8	83.4	85.1	86.7	88.4	90.1
All students	Writing	74.2	2.2	76.4	78.5	80.7	82.8	85.0	87.1
All students	Mathematics	68.6	2.6	71.2	73.8	76.5	79.1	81.7	84.3
African American	Reading	74.1	2.2	76.3	78.4	80.6	82.7	84.9	87.1
African American	Writing	67.4	2.7	70.1	72.8	75.6	78.3	81.0	83.7
African American	Mathematics	54.4	3.8	58.2	62.0	65.8	69.6	73.4	77.2
Alaska Native/Am Ind	Reading	59.0	3.4	62.4	65.8	69.3	72.7	76.1	79.5
Alaska Native /Am Ind	Writing	51.3	4.1	55.4	59.4	63.5	67.5	71.6	75.7
Alaska Native /Am Ind	Mathematics	48.6	4.3	52.9	57.2	61.5	65.7	70.0	74.3
Asian/Pacific Islander	Reading	76.3	2.0	78.3	80.3	82.2	84.2	86.2	88.2
Asian/Pacific Islander	Writing	73.2	2.2	75.4	77.7	79.9	82.1	84.4	86.6
Asian/Pacific Islander	Mathematics	67.9	2.7	70.6	73.3	75.9	78.6	81.3	84.0
Caucasian	Reading	90.1	0.8	90.9	91.8	92.6	93.4	94.2	95.1
Caucasian	Writing	84.7	1.3	86.0	87.3	88.5	89.8	91.1	92.4
Caucasian	Mathematics	78.7	1.8	80.5	82.3	84.0	85.8	87.6	89.4
Hispanic	Reading	80.3	1.6	81.9	83.6	85.2	86.9	88.5	90.2
Hispanic	Writing	75.0	2.1	77.1	79.2	81.3	83.3	85.4	87.5
Hispanic	Mathematics	66.3	2.8	69.1	71.9	74.7	77.5	80.3	83.2
Multi-Ethnic	Reading	82.4	1.5	83.9	85.3	86.8	88.3	89.7	91.2
Multi-Ethnic	Writing	76.6	2.0	78.6	80.5	82.5	84.4	86.4	88.3
Multi-Ethnic	Mathematics	70.2	2.5	72.7	75.2	77.7	80.1	82.6	85.1
Econ disadvantaged	Reading	68.9	2.6	71.5	74.1	76.7	79.3	81.9	84.5
Econ disadvantaged	Writing	62.0	3.2	65.2	68.3	71.5	74.7	77.8	81.0
Econ disadvantaged	Mathematics	56.4	3.6	60.0	63.7	67.3	70.9	74.6	78.2
Students with disabilities	Reading	44.0	4.7	48.7	53.3	58.0	62.7	67.3	72.0
Students with disabilities	Writing	38.2	5.2	43.4	48.5	53.7	58.8	64.0	69.1
Students with disabilities	Mathematics	32.2	5.7	37.9	43.5	49.2	54.8	60.5	66.1
English learners	Reading	31.4	5.7	37.1	42.8	48.6	54.3	60.0	65.7
English learners	Writing	27.2	6.1	33.3	39.3	45.4	51.5	57.5	63.6
English learners	Mathematics	26.7	6.1	32.8	38.9	45.0	51.1	57.2	63.4

2.C REWARD SCHOOLS

2.C.i Describe the SEA’s methodology for identifying highest-performing and high-progress schools as reward schools. If the SEA’s methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

Table 2 demonstrates that the reward, priority, and focus schools meet the required definitions. The LEA name and school name have been omitted in Appendix 9 until the data model to identify these has been approved. The reward, priority and focus school columns, though, have been completed based on the current model with the criteria listed for the designation and represents actual schools within the state; 72 reward, 14 priority and 29 focus schools.

Did the SEA describe its methodology for identifying highest-performing and high-progress schools as reward schools? If the SEA’s methodology is not based on the definition of reward schools in ESEA Flexibility (but is instead, e.g., based on school grades or ratings that take into account a number of factors), did the SEA also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools Meet ESEA Flexibility Definitions” guidance?

- a. *Is the SEA’s methodology for identifying reward schools educationally sound and likely to result in the meaningful identification of the highest-performing and high-progress schools?*

Alaska will identify up to the top 10% of schools in each grade span category (Elementary/Middle, High School, or combination of K-12) that meet the highest-performing or high-progress definition described below as reward schools. The schools will be selected from among all schools that meet the criteria, without regard to Title I status, for State recognition.

Reward schools selection criteria:

- Highest-Performing Schools
 - Rank schools in order of greatest to least ASPI score.
 - Find the top 10% based on the ASPI score of schools that meet the following criteria:
 - Made AYP in 2010-2011 and 2011-2012. For future years after the waiver is implemented, the schools must have met the AMO targets and participation rates of at least 95% for two consecutive years in each subject (reading, writing, and mathematics) for all students and for each subgroup.
 - Have at least an 85% graduation rate average over the two most recent consecutive years, if the school includes 12th grade (or, in a school with a two-year graduation cohort of fewer than 10 students, all but one of those students graduates).
- High-Progress Schools
 - Rank schools in order of greatest to least on the school progress indicator (growth and proficiency index for all students).
 - Find the top 10% of schools based on the growth and proficiency index that meet the following criteria:
 - Growth and proficiency index for the all students group average over the most recent 3 consecutive years must be ≥ 95.0 .

- Growth and proficiency index for each applicable primary subgroup in the school (AN/AI, ECD, SWD, and EL) must be ≥ 90.0 for the current year.
- School met participation rate of at least 95% for current year for all students group and each applicable primary subgroup.
- Have at least an 85% graduation rate average over the two most recent consecutive years, if the school includes 12th grade (or, in a school with a two-year graduation cohort of fewer than 10 students, all but one of those students graduates).

2.C.ii Provide the SEA's list of reward schools in Table 2. (See Attachment 9)

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

Are the recognition and, if applicable rewards proposed by the SEA for its highest-performing and high-progress schools likely to be considered meaningful by the schools?

- *Has the SEA consulted with LEAs and schools in designing its recognition and, where applicable, rewards?*

All Highest-Performing and High-Progress schools will be recognized on the EED website, through announcement in the EED *Information Exchange* newsletter, through press releases, and with letters of congratulation and/or certificates from the education commissioner and possibly from the governor. Additional recognition options include legislative proclamations, a logo that may be used by the school on newsletters, website, signs, etc., and recognition by the education commissioner or governor at local events. Schools recognized as Highest-Performing or High-Progress will be among the pool of schools asked to present at workshops or serve as models or mentors to other schools. Informal feedback from the State's previous recognition program indicated that the schools were very proud of their congratulatory letters that were received from that program.

Title I Highest-Performing and Title I High-Progress schools with at least 35% poverty may apply to be considered for the Title I Distinguished Schools program. Interested schools will submit applications to be considered. One Title I school will be selected in each category and given financial support (as resources allow) to travel to the National Title I Conference to be recognized and to participate in the professional development opportunities of the conference. Alaska has participated in the Title I Distinguished Schools program since 2007-2008. The schools that have been selected have been very excited about the recognition and have found attendance at the National Title I Conference to be very beneficial. Several schools have presented over the years both at state conferences and at the national conference, sharing their effective strategies with other schools.

EED will recognize reward schools using the following strategies:

- Statewide announcement on EED *Information Exchange* and published list on EED website.
- Annual recognition ceremony (in conjunction with Association of Alaska School Boards' or superintendents' meetings in Juneau).
- Opportunity for photo with Commissioner of Education.
- A public relations packet for schools to use locally that would include: sample press release, parent letter, flyer, and social media messages.
- Based upon available resources, an award banner/pennant schools can display on-site.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA’s methodology for identifying a number of lowest-performing schools equal to at least five percent of the State’s Title I schools as priority schools. If the SEA’s methodology is not based on the definition of priority schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

Alaska had 286 Title I schools in 2011-12. The state will identify 5%, or at least 14, of those schools as the lowest-performing schools, the priority schools. To identify these schools, the State will begin with the Title I schools with a 1-star rating. There are 33 Title I schools with a 1-star rating. Within this list, the State will choose the 14 Title I priority schools based on consideration of these factors: ASPI score, SBA proficiency rates in the all-students group and in the four primary subgroups over three years, growth and proficiency index scores averaged over three years, and graduation rates less than 60% (in schools with 12th-graders) over three consecutive years. Additional factors of consideration include: schools with current SIG grants; data from the SSOS desk audit and conversations with the superintendent, school district and school leadership about the school improvement strategies and interventions currently in place; schools currently in corrective action school districts under State intervention; the number and percent of other Title I schools on the 1-star list in the same district; and the size and characteristics of the schools. Schools in districts that have a higher number or percentage of 1- and 2-star schools would be an indicator that more support is needed for those schools and districts. Schools of very small size or special populations may not be schools that would best fit the comprehensive interventions required for priority schools. Based on the factors described above, schools will be chosen as priority schools that are identified as having the greatest need for support and within districts having the greatest need for support. For example, a school with 12th-graders may have graduation rates less than 60% for three years, but the graduation rate is showing improvement. Or, the school may have a low percentage of students that are proficient on the SBAs, but the growth and performance index score shows that the school is improving. The schools identified as priority schools will be of sufficient size for the interventions required by the turnaround principles to be meaningfully applied and to have the most likelihood of success. For example, schools with an enrollment of less than 50 students or with only primary grades may not be schools that would benefit the most from interventions aligned with the turnaround principles. Schools with SIG grants will not automatically be identified as priority schools as schools that have made progress may no longer be in the category of the lowest-performing 5% of Title I schools. Title I eligible high schools with less than 60% graduation rates will be considered for priority school identification if the schools earned a 1- or 2-star ASPI rating. Of the Title I high schools (those schools with only grades 9-12) that were identified with a graduation rate of less than 60%, all also received a 1-star ASPI rating, so these schools will be included in the schools from which the priority schools will be determined. (Attachment 2.8)

2.D.ii Provide the SEA’s list of priority schools in Table 2. (See Attachment 9)

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

Are the interventions that the SEA described aligned with the turnaround principles and are they likely to result in dramatic, systemic change in priority schools?

Priority schools will be required to implement meaningful interventions aligned with all seven of the turnaround principles beginning in the first year and continuing for a minimum of three years. Each identified priority school will complete a needs assessment and an implementation plan with assistance from and approval by a department staff liaison assigned to the school. The plan will include specific interventions based on the school’s needs assessment, a timeline for the interventions, and the key dates for reporting and monitoring implementation of the plan. The turnaround principles align with the Alaska Effective Schools Framework. The framework is based on six domains that represent important areas of school functioning: curriculum, assessment, instruction, supportive learning environment, professional development, and leadership. Each domain includes a set of indicators and a rubric against which evidence of implementation is rated – from little or no development or implementation to exemplary level of development and implementation of the indicator. These six domains are the basis of several tools used to determine areas in which schools need to improve and in planning school improvement strategies and actions to increase the school’s level of implementation of effective practices in each domain. The Alaska Effective Schools Framework is described in the State System of Support Operations Manual found in the attachments. The following chart shows the specific alignment of required interventions with the six domains of the framework. (Attachment 2.4)

- a. *Do the SEA’s interventions include all of the following?*
- b. *Are the identified interventions to be implemented in priority schools likely to —*
 - (i) increase the quality of instruction in priority schools;*
 - (ii) improve the effectiveness of the leadership and the teaching in these schools; and*
 - (iii) improve student achievement and, where applicable, graduation rates for all students, including English Learners, students with disabilities, and the lowest-achieving students?*
- c. *Has the SEA indicated that it will ensure that each of its priority schools implements the selected intervention for at least three years?*

Turnaround Principle	Required implementation
Providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;	(1) The school district will review the performance of the current principal. The performance of the current principal will be based on alignment with the indicators of Domain 6, Leadership of the Alaska Effective School Framework, as well as on performance evaluations of the principal for the employment at the current school (up to the most recent three years if the principal has served the school longer than three years), and student achievement and growth data on the standards based assessments for the most period of the principal’s employment at the school (up to the most recent three years). The required indicators in Domain 6

	<p>that will be measured for the principal (instructional leader) in a priority school are:</p> <p>6.1 Instructional leader facilitates the development of the school improvement goals.</p> <p>6.2 Instructional leader assists teachers in understanding student achievement data and its use in improving instruction.</p> <p>6.5 Instructional leader conducts formal and informal observation and provides timely feedback to teachers on their instructional practice.</p> <p>6.6 Instructional leader has a productive, respectful relationship with parents and community members regarding school improvement efforts. And</p> <p>6.8 Instructional leader regularly analyzes assessment and other data, and uses the results in planning for the improved achievement of all students.</p> <p>(2) The school district may demonstrate to EED that the current principal has a track record in improving student achievement and the ability to lead the turnaround effort by providing evidence that the principal is operating at the “fully functioning and operational level” or higher of at least 80% of the indicators in Domain 6, that the performance evaluations of the principal for the most recent three years are satisfactory or above, and that the student achievement and growth data at the school is increasing.</p> <p>If the district determines that the principal will be replaced, the district must demonstrate to EED that the district will recruit for a principal with the skills and abilities as referenced in the indicators of Domain 6 and that it will hire the candidate that has been demonstrated through the application process and previous employment references to have those skills and abilities to lead the turnaround effort in the school.</p> <p>(3) The school district will outline what operational flexibility will be provided to the principal in the areas of scheduling, staff, curriculum, and budget and what parameters will be around that flexibility. For example, the district may allow the principal to determine start and stop times of the school day within the week to meet the needs of the local community, but may not allow the principal to shorten the length of time that students are in school.</p>
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<p>Ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;</p>	<ol style="list-style-type: none"> (1) The school district, in conjunction with the principal, will review the quality of all teachers in the school. The indicators of quality will include the most recent performance evaluations of the teachers (up to the three most recent years of employment). If the previous teacher evaluations did not include a measure of data related to student growth, the school district will include, at a minimum, information on the growth in student achievement on the State standards-based reading, writing, and mathematics assessments, if applicable, as well as any other indicators of student academic progress available for each teacher (student benchmark or progress monitoring data, etc.). The school district will retain teachers who, based on the review, have demonstrated that they are effective and are likely to be successful in the turnaround effort. If a teacher is determined not to be effective, the school district will remove that teacher from the school through any of the following means, as required by applicable contract and statute: non-retain the teacher prior to the beginning of the school year; transfer to another school in the school district; or place the teacher on a plan of improvement for the coming school year with a clear timeline and set of criteria for non-retention or dismissal if the criteria for improvement are not met. The school district will identify, in consultation with EED, the skills and abilities that are desired for teachers to be newly hired for the priority school. The school district will recruit and hire teachers with the identified skills and abilities to fill any vacant positions in the school. (2) The school district will require that only teachers that have been determined to be effective in other district schools through the same review process as described in (1) above may transfer to the designated priority school, and only with the concurrence of the school's principal. (3) The school district will ensure that it will provide job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs. This will be aligned with the indicators in Domain 5, Professional Development, of the Alaska Effective School Framework and will be documented in the school's priority turnaround plan in AK STEPP. Required indicators in Domain 5 include: 5.1. Student achievement data are a primary factor in
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	<p>determining professional development priorities, and</p> <p>5.2 District teacher and principal evaluation processes are aligned with the Alaska Professional Teacher Standards and the Standard's for Alaska's Administrators.</p>
<p>Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;</p>	<p>The school district will be required to ensure that the school redesigns the school day, week, or year to include additional time for student learning and teacher collaboration. Priority schools must have a minimum of 90 minutes of core reading instruction and 60 minutes of core mathematics instruction per student per day. The schedules must include additional time for Tier II instruction/interventions and additional time for Tier III intensive interventions. The school will provide copies of the school schedules for the prior year and the coming year identifying the changes. These strategies will be demonstrated through these indicators in Domain 4, Supportive Learning Environment and Domain 5, Professional Development:</p> <p>4.1 Effective classroom management strategies that maximize instructional time are evident throughout the school day.</p> <p>4.2 School-wide operational procedures are in place to minimize disruptions to instructional time.</p> <p>4.8 Extended learning opportunities are made available and utilized by students in need of additional support.</p> <p>5.3 Professional development is embedded into the daily routines and practices of school staff.</p> <p>5.5 Sufficient time and resources are allocated to support professional development outlined in the school improvement plan.</p>
<p>Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;</p>	<p>The priority school will be required to improve the school's instructional program to ensure that it is based on student needs and that the program is research-based, rigorous and aligned with Alaska academic content standards. This will be demonstrated through an analysis of the current instructional program in Domains 1 and 3 (Curriculum and Instruction) of the Alaska Effective Schools Framework, and by the creation of the timeline, strategies and action steps in the school turnaround plan to implement improvements in the instructional program. Priorities for curriculum and instruction areas of improvement will be based on the analysis of the current</p>

	<p>instructional program and the needs determined through the analysis of student achievement data. The priorities will be informed by the teacher and principal evaluation system data that identify areas in need of improvement. Priority schools will be required to adopt core reading and mathematics programs that are aligned with the Alaska’s college- and career-ready standards. The reading program must address the essential elements of reading. Required indicators for the instructional domains in priority schools are:</p> <p>1.1 The district-approved curricula, which are aligned with Alaska State Content Standards, are being implemented.</p> <p>1.4 Statewide assessment data are used to identify gaps in the curricula.</p> <p>3.1 There is a system in place to ensure that classroom instructional activities are aligned with the Alaska State Content Standards.</p> <p>3.2 A coherent, written, school-wide plan to help low performing students become proficient has been implemented.</p> <p>3.3 The use of research-based instructional practices guides planning and teaching.</p>
<p>Using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;</p>	<p>The priority school will be required to use data to inform instruction and for continuous improvement. The school will use a three-tiered Response to Instruction/Intervention model. The priority school will identify appropriate screening assessments to be given to all students three times during the school year, such as AIMSweb or an equivalent tool approved by EED. The results of those screening assessments will be used to determine which students need additional interventions and support in Tier II, and which students will need even more intensive interventions and support in Tier III. The use of data to inform instruction will be demonstrated through indicators in Domains 2 and 3, Assessment and Instruction, of the Alaska Effective Schools Framework. Indicators from Domains 2 and 3 that are required of priority schools are:</p> <p>2.1 School-wide assessments are aligned Alaska State Content Standards and district curricula.</p> <p>2.3 Universal screening assessments are administered multiple times a year, in all SBA-tested content areas.</p> <p>2.4 School staff review SBA data to evaluate school programs and student performance.</p> <p>3.4 Teachers regularly measure the effectiveness of</p>

	instruction using formative assessment.
<p>Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and</p>	<p>The priority school will be required to establish a school environment that improves school safety and discipline. It will be required to address other non-academic factors such as student's social, emotional, and health needs to the extent possible in the school/community situation. The school will be required to implement a schoolwide behavior plan, such as Positive Behavior Intervention and Support, CHAMPS or another plan of the school's design, that is comprehensive and implemented school-wide. This will be demonstrated through Domain 4, Supportive Learning Environment, of the Alaska Effective Schools Framework. Indicators from Domain 4 that are required of priority schools are:</p> <p>4.1 Effective classroom management strategies that maximize instructional time are evident throughout the school.</p> <p>4.6 The school and classroom environments reflect cultural awareness and understanding of cultural values of the students and community.</p>
<p>Providing ongoing mechanisms for family and community engagement.</p>	<p>The priority school will be required to provide ongoing mechanisms for family and community engagement. These mechanisms will be aligned with these indicators of Domain 4, Supportive Learning Environment, of the Alaska Effective Schools Framework</p> <p>4.6 The school and classroom environments reflect cultural awareness and understanding of cultural values of the students and community. The rubrics for the Alaska Cultural Standards for Educators will be used to determine implementation of these standards by the teachers and principal in the school. A focus on family and community engagement strategies will be expected in the priority school turnaround plan.</p> <p>4.7 Staff communicates effectively with parents about learning expectations, student progress, and ways to reinforce learning at home.</p>

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA’s choice of timeline.

➤ *Does the SEA’s proposed timeline distribute priority schools’ implementation of interventions in a balanced way, such that there is not a concentration of these schools in the later years of the timeline?*

All identified priority schools will begin implementation of the meaningful interventions aligned with all of the turnaround principles in 2013-2014. If a school that is identified as a priority school has already been required to implement specific interventions aligned with the turnaround principles through current state intervention support, that school will be required to continue to implement those interventions and to revise and update its needs assessment, turnaround plan, and timeline in AK STEPP. The timeline will specify the priority implementations over a three-year period. If a school is identified as a priority school that has not previously been receiving State support through intervention, the State will work with that school (after the State’s ESEA Flexibility Waiver application has been approved) to complete its comprehensive needs assessment during the 2012-2013 school year. The State will collaborate with the school district and the priority school to determine the priorities and timeline for implementation of the required interventions over the three-year period. While some interventions may be phased in over the three year cycle, interventions will be identified for all seven turnaround principles. For example, if the needs assessment shows that the school needs to improve its instructional program in all subject areas, the priority for implementation in the first year would be the adoption and implementation (if needed) of a reading instructional program that includes all the essential elements of reading as identified by research, as well as a 90 minute reading block and a 60 minute math block. The State System of Support staff member assigned to the priority school will assist the school in developing the needs assessment, the required components of each intervention, and the timeline for implementation to ensure that the school is able to implement them successfully and the district is able to provide appropriate resources and support to the priority school. EED will approve and monitor the implementation plan. See the Alaska STEPP District and School Indicators and Expectations for Districts and Schools in Intervention that describe the indicators and rubrics aligned with the six domains of the Alaska Effective Schools Framework at the school and district level, and the current expectations for sites and districts in interventions. These expectations will be those expected of priority schools and districts with priority schools as described in this waiver application. (See Attachments 2.4, 2.5, 2.6 and 2.7)

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

i. *Do the SEA’s criteria ensure that schools that exit priority status have made significant progress in improving student achievement?*

➤ *Is the level of progress required by the criteria to exit priority status likely to result in sustained improvement in these schools?*

A priority school must implement the turnaround plan for a minimum of three years. During this three-year period, the State System of Support staff member assigned to the school and the on-

site coach assigned to the school will regularly monitor both the implementation of the interventions as well as student progress on the universal screenings and the state assessments. At any time, if the interventions are not being implemented according to the plan and timeline, or if student progress is not being made, the state may require changes in the interventions or additional interventions, and will provide more intensive oversight and support to the school and district.

In order to exit priority status, the school must have improved at least 6 points on the ASPI and have a three- year average (consecutive years, including the current year) on the growth and proficiency index score for the all students group and each primary subgroup of at least 90 points to show that progress is being made. A school that meets this target at the end of the first or second year of priority status will be recognized as making progress, but it will not be removed from the list of priority schools until the end of the full three years of implementation of interventions. This will allow the school to continue to qualify for the additional funding and support to continue on the path of improvement. If the priority school is not ready to exit priority status at the end of three years, the State will re-identify the school as a priority school for the next three-year cycle and may take additional actions by requiring the school district to implement specific instructional strategies, by requiring external coaches or providers to support the school in identified areas, or by appointing a trustee or other external contractor to oversee the finances of the district, or by causing the district's funding under ESEA or State funding to be redirected to pay for required actions or to a holding account for the district until the actions are completed. The department has statutory authority to remove administrators who are responsible for the lack of progress. AS 14.07.030(14)(A). The department also has authority to redirect funding for a school or district that does not make progress. AS 14.07.030(14)(B) and 14.07.030(15). Alaska regulations 4 AAC 06.840 (j)-(l) and 4 AAC 06.872 describe the current actions and authority the State may take for school districts in corrective action or low-performing schools that meet certain criteria (known as “872” schools). These regulations are illustrative of the types of actions the state would take with districts that have priority schools that have not exited priority status after three years. These regulations would be revised and incorporated into new regulations based on the provisions of the approved ESEA Flexibility Waiver. (See Appendix C in Attachment 2.3 SSOS Operations Manual)

EED was very deliberate in selecting exit criteria for priority schools. The selection of two different measures, and the requirement that subgroups show significant gains, were intended to ensure that even if one measure was not rigorous for a particular school, the others would be. Also, the requirement that subgroups show significant growth was intended to narrow achievement gaps. (Alaska has a wide range of school size and demographics. One measure might be easy for one school to meet and difficult for another. Therefore, EED has required that schools meet all measures to exit.) EED has done extensive simulations of impact data to study the exit criteria. The simulations show that the exit criteria for priority schools may be somewhat too demanding. Of the 14 schools that would have been identified as priority schools in 2011, five were able to meet the requirement of a six-point gain in the ASPI. Only one school, was able to meet the requirement of a three-year average of 90 on the growth and proficiency index for the school as a whole, but even that school could not demonstrate growth for all four subgroups. This result shows that the exit criteria are sufficiently rigorous. Further analysis will be necessary to determine whether a minimum N is required for subgroups to avoid having a school remain in priority status due to a subgroup population too small to accurately measure.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA’s methodology for identifying a number of low-performing schools equal to at least 10 percent of the State’s Title I schools as “focus schools.” If the SEA’s methodology is not based on the definition of focus schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

- a. *In identifying focus schools, was the SEA’s methodology based on the achievement and lack of progress over a number of years of one or more subgroups of students identified under ESEA section 1111(b)(2)(C)(v)(II) in terms of proficiency on the statewide assessments that are part of the SEA’s differentiated recognition, accountability, and support system or, at the high school level, graduation rates for one or more subgroups?*
- b. *Is the SEA’s methodology for identifying focus schools educationally sound and likely to ensure that schools are accountable for the performance of subgroups of students?*

Alaska had 286 Title I schools in 2011-2012. The state will identify 10%, or at least 29, of those schools as focus schools. According to the definition of focus schools in “ESEA Flexibility, June 7, 2012,” focus schools are defined to be those that are contributing to the achievement gap in the state. In Alaska, the focus schools will be those that have a subgroup or subgroups with low achievement or, at the high school level, low graduation rates. These are low-achieving schools overall rather than schools with within-school gaps between high-achieving and low-achieving subgroups. Focus schools will, in general, represent the next-lowest-performing group of Title I schools. After the identification of the Title I priority schools, the remaining Title I schools with a 1-star rating will be identified as focus schools. Next, the State will sort the Title I schools with a 2-star rating from the least to greatest ASPI score and will select the remainder of the 29 focus schools from this ranked list from least to greatest. Schools identified as focus schools will have one or more low-achieving subgroups and/or a low graduation rate because all the Title I schools with a 1- or 2-star rating had one or more of the four primary subgroups as a factor in their ASPI score and most also had graduation rates of less than 60%. (See Attachment 2.8)

2.E.ii Provide the SEA’s list of focus schools in Table 2. (See Attachment 9)

2.E.iii Describe the process and timeline the SEA will use to ensure that each LEA that has one or more focus schools will identify the specific needs of the LEA’s focus schools and their students. Provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

- *Has the SEA demonstrated that the interventions it has identified are effective at increasing student achievement in schools with similar characteristics, needs, and challenges as the schools the SEA has identified as focus schools?*
- *Has the SEA identified interventions that are appropriate for different levels of schools (elementary, middle, high) and that address different types of school needs (e.g., all-students, targeted at the lowest-achieving students)?*

All identified Title I focus schools will begin implementation of interventions targeted to improve the performance of students who are the furthest behind in 2013-2014. After the ESEA Flexibility Waiver is approved, the State will work with school districts that have focus schools identified in their districts to complete a needs assessment by the end of the 2012-2013 school year to identify specific areas of need, especially in low-subgroup achievement or graduation rates. The needs assessment will be completed in AK STEPP and will be aligned with the six domains of the Alaska Effective Schools Framework. If a school that is identified as a focus school has been required already, through current State intervention support, to implement specific interventions that are based on a comprehensive needs assessment and aligned with the six domains of the Alaska Effective Schools Framework, that school will be required to continue to implement those interventions and to revise and update its focus school improvement plan and timeline in AK STEPP. The State will collaborate with the school district and the focus school to determine and prioritize the interventions and strategies that will best address the areas of need in the school and the timeline for implementation of the identified interventions. EED will approve the plan and timeline for the specific interventions required of the focus school. The school will be required to use AK STEPP for its plan of improvement for focusing on specific subgroups of concern and for specific indicators including curriculum, instruction, assessment, and professional development. The SSOS will provide support to focus schools through reading and mathematics content support specialists, and for EL or SWD student subgroups through additional resources and professional development through contracts with external partners for specific areas of need. AK STEPP includes links (called Wise Ways) to resources and strategies that enable the school to target resources and instructional strategies to specific needs, including support for instruction for English learners and students with disabilities.

EED already has in place a robust system for identifying schools and districts that would “benefit from a program for improvement of instructional practices” (See SSOS Operations Manual and 4 AAC 06.872). This process identifies schools (essentially equivalent to the 1-star and 2-star schools that will be designated by the ASPI if this application is granted) based upon student performance criteria.

The specific interventions for focus schools will depend on the need of the school—one size does not fit all. Typically, however, the department has worked collaboratively with the district/school through the needs-identification process of Alaska STEPP, and the interventions include the criteria such as the following:

- A dedicated reading block.
- A dedicated math block.
- Curriculum alignment to ensure that the district’s curricula are aligned to State standards and that teachers are trained to engaged in the process.
- Adoption of a reading program that includes all of the essential elements or reading.
- Adoption of a reading program that includes a core curriculum for students who are on grade-level and supplemental curricula materials for struggling students.

- Employment of literacy specialists.
- Dedicated time for teacher collaboration.
- Adoption of student behavior program.

Further descriptions of specific interventions can be found at Attachment 2.7 (Expectations for Sites in Intervention), some or all of which may apply to a focus school. As described elsewhere in this response, the interventions are supported by coaches, mentors, and program specialists from the department (although to a lesser degree than provided to Tier I schools).

The significant interventions for focus schools, including addressing the needs of students with disabilities, English learners, and schools with low graduation rates or large achievement gaps are tailored to the need of the school through the Alaska STEPP process. As schools engage in continuous improvement through the use of Alaska STEPP, they are required to work with identified indicators of effective practice across the domains of the Alaska Effective Schools framework. In addition, schools work with student outcome indicators. These indicators require schools to look at multiple data points and to create SMART (Specific, Measurable, Attainable, Realistic, Time-bound) goals. Under the current accountability system, goals must be created for each subgroup that did not make AYP on the most recent State assessment. The SMART goals are linked to actions and tasks within the indicators of effective practice, effectively targeting resources and instructional practices to improve the performance of special populations. The use of Alaska STEPP as a diagnostic tool and a structure for targeting intervention and change to subgroups will be required for focus schools if this application is accepted.

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

a. Do the SEA's criteria ensure that schools that exit focus status have made significant progress in improving student achievement and narrowing achievement gaps?

➤ Is the level of progress required by the criteria to exit focus status likely to result in sustained improvement in these schools?

A Title I focus school must implement interventions for at least two years and until the school has met the exit criteria. During this two-year period, the State System of Support staff member assigned to the school will regularly monitor both the implementation of the interventions as well as student progress on the universal screenings and on the state assessments. At any time, if the interventions are not being implemented according to the plan and timeline, or if student progress is not being made, the state may require changes in the interventions or additional interventions, and will provide more intensive oversight and support to the focus school and district. In order to exit focus status, the school must show improvement of at least 5 points in the growth and proficiency index (average of three consecutive years, including the most current year) in the all students group and in any specific subgroups in which the school was identified as a focus school. If the school was identified as a focus school for a graduation rate less than 60%, then the graduation rate must improve to greater than 60% (measured as an average over three consecutive years, including the current year). If a Title I focus school exits focus status before the end of three years from initial identification, the State will review the Title I schools with 1- and 2-star ratings on the current year's data that are not already identified as priority or focus schools, and will use the same process to select replacement focus school(s) to keep the number of Title I focus schools at 29 over the period of three years until the ASPI and AMO targets are reset based on the new assessments.

Alaska's accountability plan requires that all focus schools *must* implement the interventions for at least two years, regardless of how much growth they show in year 1. This requirement is designed to show that the improvement in the school is not a one-year anomaly, but occurs after two years of intervention. To conduct impact analyses, EED reviewed the growth of the schools that would have been identified as focus schools in 2011 and studied their growth and graduation rates in 2012. Disappointingly, none of the schools that were identified as focus schools under the graduation rate requirement would have met the graduation rate required to exit focus status. This indicates that the graduation rate requirement for exit is rigorous. It also indicates one area in which EED needs to focus its interventions. EED notes that only two of these schools would have met the criteria for growth, which indicates that the criteria of a five-point gain in the growth and proficiency index is a rigorous requirement. Of the schools that were not identified under the graduation rate requirement, only two met the growth requirement. EED notes that one of these schools was placed on "watch" status in 2011 (similar to focus status), and EED approved the interventions at that school for 2011. Although EED is pleased with the level of growth in 2012, that school would not have been eligible to exit focus status until 2013. Both of these schools significantly closed the achievement gap by demonstrating more than a five-point gain in the Alaska Native subgroup, based on a rolling three-year average—a very rigorous measure. Finally, the impact data showed that subgroup data for the focus schools closely track the all-students data, and that a school will need to close the achievement gap in addition to making gains in the

all-student group in order to exit. In short, the data demonstrate that the exit criteria are rigorous and will result in significant progress in improving student achievement, increasing graduation rates, and narrowing achievement gaps.

The department has statutory authority to remove administrators who are responsible for the lack of progress. AS 14.07.030(14)(A). The department also has authority to redirect funding for a school or district that does not make progress. AS 14.07.030(14)(B) and 14.07.030(15). Although the department has had best success in interventions that are led by the district, the department has appointed a trustee in one district and been deeply involved in personnel and curricular matters in two other districts in which progress has been delayed. In short, the department has many tools in its tool chest, and is able and willing to take extreme action when necessary.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA’s list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school. (See Attachment 9)

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
<i>Ex. Washington</i>	<i>Oak HS</i>	<i>111111100001</i>		<i>C</i>	
	<i>Maple ES</i>	<i>111111100002</i>			<i>H</i>
<i>Adams</i>	<i>Willow MS</i>	<i>222222200001</i>	<i>A</i>		
	<i>Cedar HS</i>	<i>222222200002</i>			<i>F</i>
	<i>Elm HS</i>	<i>222222200003</i>			<i>G</i>
TOTAL # of Schools:					

Total # of Title I schools in the State: 286

Total # of Title I-participating high schools in the State with graduation rates less than 60%: _____

Key	
<p>Reward School Criteria:</p> <ul style="list-style-type: none"> A. Highest-performing school B. High-progress school <p>Priority School Criteria:</p> <ul style="list-style-type: none"> C. Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the “all students” group D-1. Title I-participating high school with graduation rate less than 60% over a number of years D-2. Title I-eligible high school with graduation rate less than 60% over a number of years E. Tier I or Tier II SIG school implementing a school intervention model 	<p>Focus School Criteria:</p> <ul style="list-style-type: none"> F. Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate G. Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate H. A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

2.F Describe how the SEA’s differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA’s new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

- i. *Does the SEA’s differentiated recognition, accountability, and support system provide incentives and supports for other Title I schools that, based on the SEA’s new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps?*
- ii. *Are those incentives and supports likely to improve student achievement, close achievement gaps, and increase the quality of instruction for all students, including English Learners and students with disabilities?*

The State’s differentiated recognition, accountability and support system will provide incentives and support for all schools, including Title I schools that are not identified as priority or focus schools. Public reporting of the ASPI scores and star ratings, the academic proficiency rates and progress toward the AMO targets and the graduation rates will provide intrinsic motivation for schools to improve those scores and ratings for all students as well as for students in lower performing subgroups.

The State will review the data for each school annually. The ASPI score and corresponding star rating of a school, combined with school data about meeting the AMO targets for achievement in reading, writing and mathematics, and the graduation rate targets for all subgroups will determine the types of supports and interventions that the school will receive. All schools will have support available at the universal level from the SSOS that includes access to a number of resources in areas such as transition to the Alaska college- and career-ready standards and support for students with disabilities and English learners.

Schools with ASPI ratings of 3 stars will be required to create a plan and timeline addressing key areas of the six domains of the Alaska Effective Schools Framework to improve the performance of the school and all subgroups within the school. Schools with ASPI ratings of 4 or 5 stars, including Title I schools, that are missing AMO targets in any one subgroup for two years in a row, that have a subgroup that missed the participation rate, or that have a subgroup that missed its graduation rate target (for schools with grade 12) will be required to create a plan and timeline with specific strategies for improving the achievement or graduation rates of the subgroup(s) affected. The plans for 3, 4, and 5 star schools must be submitted to the district for review and approval. The district will be responsible for providing support to those schools, and may request targeted support through the SSOS. The SSOS will provide requested targeted support as resources allow, and will prioritize requests for support in assisting students with disabilities and English learners.

Alaska’s interventions under 4 AAC 06.850 and 4 AAC 06.872 are designed to drill down into the data and provide support where needed. That is why EED refers to Alaska’s system as “diagnostic,” why EED performs individualized desk audits, and why a step in the audit includes an interview with the superintendent. One way that EED supports *students* is through the school’s use of Alaska STEPP. When a school engages in the Alaska STEPP process, it begins its work by

completing a self-assessment using indicators of effective practice. These research-based indicators are spread across the domains of curriculum, assessment, instruction, supportive learning environment, professional development and leadership. Based upon the assessment results, schools begin to build improvement plans that are specifically designed to target the identified deficiencies. Schools also work through an additional domain that is focused on subgroups. This Data Analysis domain requires school teams to look at multiple data points (including the most current State assessment results) and to create goals that are specific to subgroups that did not meet their AMO target. For example, if the English learners did not meet the AMO target, a school would create a SMART (Specific, Measurable, Attainable, Realistic, Time-bound) goal that was specific to their need as identified by data analysis. The goals written in the Data Analysis domain are linked to the work within the domains of effective practice. AK STEPP includes links (called Wise Ways) to resources and strategies that enable the school to target resources and instructional strategies to specific needs, including support for instruction for English learners and students with disabilities. By partnering the work within the indicators of effective practice and the outcome indicators in the data analysis domain, schools are able to move the entire school population forward while still paying attention to the specific needs of special populations. If the waiver is granted, schools will be required to create SMART goals for any subgroup that did not meet the AMO.

2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

- 2.G Describe the SEA’s process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:
- i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
 - ii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA’s differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and
 - iii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

- ii. *Is the SEA’s process for ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools under the SEA’s differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources) likely to result in successful implementation of such interventions and improved student achievement?*
- iii. *Is the SEA’s process for holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools, likely to improve LEA capacity to support school improvement?*

Capacity building and supports for districts are described throughout this application. A state-level accountability system will necessarily be implemented through the school districts. EED’s experience indicates that the best results are achieved when school-level reform is initiated by the district. Accordingly, where EED has identified priority and focus schools, its effort will be to build capacity in the district and assist the district in leading the interventions in the schools that are described in section 2.A of this waiver application. Where district-level intervention is necessary, as occurred in up to five districts in the past, and as EED is continuing to do in three districts at the present time, EED will intervene as necessary to provide direct support and build the capacity of the district to support improvement in the schools.

Each year the department “conducts a school level desk audit of all schools in the state.” The desk audit is defined in Alaska Administrative Code 4 AAC 06.872 and 4 AAC 06.840. These regulations are currently being revised to reflect the new state-developed accountability system as proposed in this waiver. Based upon student learning data, schools are identified, then consultation with each district is undertaken to assess each identified school’s performance, assess needs using the Alaska Effective Schools Framework, and review district plans to support each school. Districts will be held accountable through the audit process. 4 AAC 06.840(j). If EED determines that district capacity and support are lacking, an independent onsite instructional audit is conducted to determine if the district should be placed in intervention status. Once in intervention status, the district (and

identified schools) are assigned onsite school improvement coach(es) to support and strengthen school turnaround actions.

This school- and district-level audit (needs assessment, onsite instructional audit, leading to possible intervention designation of the district) will be undertaken with all 1-star and 2-star schools as identified using the proposed Alaska School Performance Index. Where needs are identified at the district level, EED will continue to support district capacity through:

- Twice yearly Curriculum & Alignment Institutes to support alignment of curriculum and instructional materials to the newly adopted ELA and math standards.
- Training and tools to use the six domains of the Alaska Effective Schools framework in managing school improvement work.
 - Yearly training and bi-monthly webinar support of the online planning tool Alaska STEPP.
 - District Self-Assessment Tool.
- Title I monitoring visits to districts.
- A website to support the implementation of the new English/language arts and mathematics standards has been developed to support districts. This website has been designed to deliver to districts planning documents and processes, professional development planning tools and frameworks, and provide classroom ready materials for implementation of the new standards.

All Schools

EED's State System of Support provides resources and support to all schools through a tiered system of support and resources. The tri-tiered model represents SSOS efforts to help districts build their capacity. The SSOS provides aligned resources, information, professional development, and technical assistance within the six domains of the Alaska Effective Schools Framework that represent aspects of best practices that substantially influence school and student performance. The six domains are: curriculum, assessment, instruction, supportive learning environment, professional development, and leadership. Depending on which tier a district is in, SSOS provides the district with varying degrees of support within each domain. Although all districts have access to the supports, the districts with schools designated at the lowest-performing levels will have targeted support or may be required to participate in comprehensive support activities. (See Attachment 2.3)

Tier I: Universal Access. At the Universal Access level of support, all districts and schools have access to information and resources aligned to the six domain areas. Examples of assistance provided at the Universal Access level are information provided through the Alaska Comprehensive Center and EED websites (visit <http://alaskacc.org/ssos> or <http://education.alaska.gov/>), through audio or web conferences, and through regional or state conferences offered to participants from all districts. School districts with schools at the higher-performing levels 4-stars and 5-stars on the ASPI index score and meeting AMOs or showing growth in all traditional subgroups and the graduation rate generally use effective practices to improve student achievement and ask for support when they need it. SSOS is available to help identify and leverage resources for school and district improvement.

Tier II: Targeted Level. The SSOS Targeted level is designed to provide school districts with schools in greater need with additional assistance. At the Targeted level of support (Tier II), SSOS provides increased resources and support available to schools and districts identified in greater need. Examples of this support are on-site professional development opportunities or specific content area institutes provided by contractors. Schools in this category will typically be schools with 2- or 3-

star ratings and those that have been identified as focus schools. Districts that have a number of schools with 2-star ratings or focus schools will be supported at the Targeted level.

Tier III: Comprehensive Level. The SSOS Comprehensive level is designed to provide school districts with schools in the highest level of need with rigorous and explicit interventions. At the Comprehensive level of support, SSOS provides focused support for those districts and schools at the highest level of need to assist them in meeting the expectations set out by the State. Examples of this support include the assignment of SSOS coaches and on-site professional development. The schools and districts with the highest level of need will need to focus on key areas that will have an immediate impact on student achievement.

Expectations are clearly defined by the district and the state. Implementation is monitored by the State. In addition to providing schools and districts in Tier III with a centralized pool of resources, SSOS provides support for administrators and teachers in the implementation of effective instructional and leadership practices and systems through a SSOS coach. Schools in this category will typically be schools with 1-star and 2-star ratings and those that have been identified as priority schools. Districts that have a number of schools with 1-star and 2-star ratings or priority and focus schools will receive comprehensive support.

The SSOS also works in partnership with the following agencies to provide support and assistance to schools and districts in the state:

- iv. Alaska Administrator Coaching Project
- v. Alaska Comprehensive Center
- vi. Alaska Staff Development Network
- vii. Alaska Statewide Mentor Project
- viii. Assessment & Accountability Comprehensive Center
- ix. Association of Alaska School Boards
- x. Center on Innovation and Improvement
- xi. Consortium on Reading Excellence
- xii. Education Northwest
- xiii. Mid-Continent Research for Education & Learning (McRel)
- xiv. Measured Progress
- xv. Rural Alaska Principal Preparation & Support
- xvi. Special Education Service Agency

A primary support tool made available by the state is Alaska STEPP (Steps Toward Educational Progress and Partnership), the Alaska-customized version of the Indistar online school improvement tool developed by the Center for Instruction and Improvement, a member of the Comprehensive Center network funded by the U.S. Department of Education. The State is in the third year of implementing AK STEPP. The process began through Alaska's participation in the Academy of Pacesetter States. The State has been phasing in the use of the AK STEPP tool through cohorts of schools. The State encouraged the lowest-performing schools to participate and offered the opportunity to additional schools. In the first and second years, the State provided on-site training to all schools in Cohort 1 and Cohort 2 of implementation. The training and support is more than just training for how to use the online tool; it is geared to assist schools in developing and implementing a true collaborative approach to school improvement. The advantage of AK STEPP is that the plan is not a printed plan lost on a shelf in the principal's office, but rather an active plan that is updated regularly and provides a point-in-time picture of implementation of strategies and interventions. All schools in the state may choose to use AK STEPP. Schools identified as Title I priority and focus schools will be required to use the tool and receive training and support for its use. AK STEPP includes links (called Wise Ways) to resources and strategies that enable the school

to target resources and instructional strategies to specific needs, including support for instruction for English learners and students with disabilities.

- i. *Is the SEA's process for ensuring timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools likely to result in successful implementation of these interventions and in progress on leading indicators and student outcomes in these schools?*
 - *Did the SEA describe a process for the rigorous review and approval of any external providers used by the SEA and its LEAs to support the implementation of interventions in priority and focus schools that is likely to result in the identification of high-quality partners with experience and expertise applicable to the needs of the school, including specific subgroup needs?*

Title I Priority Schools

The State will provide support and technical assistance to districts with priority schools to ensure implementation of the required interventions and to hold school districts accountable for implementing the interventions with fidelity to turnaround their priority schools. The State will identify one or more staff as the priority school liaison to be the primary contact and support for each school. Each priority school will be required to complete a needs assessment and an implementation plan for all seven turnaround principles with assistance from the state's priority school liaison. The plan will include specific interventions based on the school's needs assessment, a timeline for the interventions, and the key dates for reporting and monitoring implementation of the plan. EED will approve the plan of implementation.

During the process of identifying priority schools, the State will perform a desk audit of the school's achievement, progress, and graduation data over the last three years and conduct subsequent discussions with the superintendent and key district leaders. Depending on the results of the desk audit and discussions with the district superintendent, the State may require a priority school to have an instructional audit based on the Alaska Effective Schools Framework by an external review team. If such an instructional audit is performed, the results will inform the comprehensive needs assessment and turnaround plan of the school.

All priority schools will be required to use the AK STEPP online school improvement planning tool. The school will use the tool either to complete a self-assessment of their level of progress on key indicators of the six domains of the Alaska Effective Schools Framework, or to enter the results of the instructional audit as the needs assessment. The school will then use AK STEPP to create its turnaround plan and timeline for implementation by prioritizing, in consultation with and supported by the district and the State priority school liaison, the areas of need identified through the needs assessment and required interventions aligned with the turnaround principles. Priority schools that have received training and have been using AK STEPP for the immediately preceding one to three year(s) that have already completed a needs assessment will be required to update that needs assessment, to evaluate if their strategies are bringing about the improvement expected, and continue with revisions and implementation of their school turnaround plan. Priority schools that have not yet begun to use AK STEPP will receive on-site training from the State. All priority schools will participate in continued support for the use of AK STEPP and the continuous school improvement process through webinars and individual assistance.

The State will support priority schools by providing a SSOS school improvement coach. The SSOS Coaching Program provides on-site technical assistance to support schools and districts in their efforts to improve systems and structures that increase student achievement. Coaches work

collaboratively with educators to assess district and school needs and to design and implement interventions based on education research. The SSOS coach will provide on-site support at the school at least one week per month and additional support by distance through email, Skype, phone, etc. The coach will be provided to each priority school through the SSOS State funds, to the extent resources allow. The State will provide additional support to priority schools through SSOS-supported initiatives such as the Curriculum Alignment Institutes, the annual Alaska School Leadership Institutes, and Cognitive Coaching training. Priority schools will be given first priority in placement of teacher mentors through the Alaska Statewide Mentor Project and principal coaches through the Alaska Administrator Coaching Project. The State may provide support through school board and parent engagement coaches, as resources allow. At its option, the district may engage an external provider to guide the school through the turnaround process for at least three years.

School districts with priority and focus schools that elect to use external providers to provide support to the schools, either as an external partner to guide the turnaround process, or as an external provider providing support or professional development to the school in a specific area, must use a rigorous process for recruiting, screening, and selecting any external providers. The screening process must verify that a provider has a meaningful plan for contributing to the reform efforts in the school, will implement strategies that are research-based, has a record of success in similar schools, has a healthy fiscal history, and has the capacity to implement the strategies it is proposing. The State priority school liaison will be included as a reviewer in the external provider selection process for any turnaround partners and for any providers that will be providing significant support that do not already have a track record of providing effective support to Alaska's low-achieving schools. (External providers may be used to provide technical expertise in implementing various components of the intervention model, such as helping a school evaluate its data and determine changes that are needed, providing job-embedded professional development, assisting in curriculum alignment, designing teacher and principal evaluation systems that rely on student data, etc.)

In addition to support provided to the school through the SSOS program and funds, the State will make SIG 1003g funds available for priority schools as they become available. Current SIG schools from Cohort 2 that are identified as priority schools will have a third year of SIG funds available for 2013-2014. New SIG funds received by the state in 2013-2014 will be available to award to other priority schools upon application by school districts with those schools that choose to implement one of the approved SIG intervention models. The State will make funds from the set-aside from the Title I allocation under 1003(a) for school improvement available for priority and focus schools. Depending upon the amount of funds available in a given year, the State will determine the funding level available to each priority school and will require the priority schools to apply for the funds through a budget and narrative that shows alignment with the required interventions. The State will require a district to use up to 20% of its Title I allocation to serve its priority and focus schools (in lieu of the set-aside required for SES and school choice) as needed, if other funds are not sufficient.

The State will monitor the progress of priority schools regularly by reviewing results of the screening assessments three times per year and reviewing State assessment data annually. The State will monitor progress of implementation of required interventions through review of the online priority turnaround plan in AK STEPP and through discussions with school and district staff at least three times per year through phone calls, video conferences and, when possible, on-site visits. If progress is not being shown and/or there are indications of less than full implementation of the interventions, the State will work more closely with the district and school to require specific strategies and interventions, provide more on-site support, and provide increasing levels of oversight

and intervention.

Title I Focus Schools

The State will provide support and technical assistance to districts with Title I focus schools to ensure implementation of the identified required interventions and to hold districts accountable for implementing the interventions with fidelity to increase the graduation rate and/or the achievement rate of the low-performing subgroups. The State will identify a staff member as the focus school liaison to be the primary contact and support for each school. Each focus school will, with assistance from the state's priority school liaison, be required to complete a needs assessment and an implementation plan for interventions to meet the needs of the low performing subgroups and/or graduation rate. The plan will include specific interventions based on the school's needs assessment, a timeline for the interventions, and the key dates for reporting and monitoring implementation of the plan. EED will approve the plan of implementation.

Focus schools will be required to use AK STEPP to complete a comprehensive needs assessment and to create an ongoing focus school improvement plan. Focus schools that have not yet begun to use AK STEPP will receive on-site training from the State. All focus schools will participate in continued support for the use of AK STEPP and the continuous school improvement process through webinars and individual assistance.

The SSOS will provide support to focus schools through reading and mathematics content support specialists, and for EL or SWD student subgroups through additional resources and professional development through contracts with external partners for specific areas of need. Focus schools will be given second-priority (after priority schools) to participate in SSOS State initiatives such as such as the Curriculum Alignment workshops, the annual Alaska School Leadership Institutes, Cognitive Coaching training, the Alaska Statewide Mentor Project, and the Alaska Administrator Coaching Project.

Districts with priority and focus schools that elect to use external providers to provide support to the schools must use a rigorous process for recruiting, screening, and selecting any external providers. The criteria for selecting external providers are described in the section on priority schools above.

The State will make available funds from the set-aside from the Title I allocation under 1003(a) for school improvement for priority and focus schools. Depending upon the amount of funds available in a given year, the State will determine the funding level available to each Title I focus school and will require the focus schools to apply for the funds through a budget and narrative that shows alignment with the identified interventions in its focus school improvement plan. The State will require a district to use up to 20% of its Title I allocation to serve its priority and focus schools (in lieu of the set-aside required for SES and school choice) as needed, if other funds are not sufficient.

The State will monitor the progress of focus schools regularly by reviewing results of any screening assessments identified for implementation at least twice per year and reviewing state assessment data annually. The State will monitor progress of implementing identified interventions through review of the online focus school improvement plan in AK STEPP and through discussions with school and district staff at least twice per year through phone calls, video conferences and, when possible, on-site visits. If progress is not being shown and/or there are indications of less than full implementation of the interventions, the State will work more closely with the school district and school to require specific strategies and interventions, provide more on-site support, and provide increasing levels of oversight and intervention.

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2012–2013 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2012–2013 school year (see Assurance 14). 	<p>Option B</p> <p><input type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.
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- *i) Is the SEA’s plan for developing and adopting guidelines for local teacher and principal evaluation and support systems likely to result in the successful adoption of those guidelines by the end of the 2012-2013 school year?*

Based on Alaska’s previous success in the adoption of statutes and regulations requiring teacher and principal evaluation guidelines and support systems, the more recent work of the Teacher Quality Working Group (TQWG) and the proposed teacher and principal evaluation regulations, we are confident that Alaska will be able to successfully adopt guidelines that will expand our current evaluation and support systems by the end of the 2012-2013 school year to meet the requirements of Principle 3.

In comparing Alaska’s current statutes, regulations and guidance to the requirements of Principle 3, many of the elements are included already in our existing system. This is reinforced by the information gathered through the Teacher & Principal Evaluation Survey conducted on behalf of the Alaska Department of Education & Early Development (EED) by the Alaska Comprehensive

Center in May 2011. (See Attachment 3.7) In a side-by-side analysis of Alaska’s current statutes and regulations with Principle 3 elements, the areas of need are the inclusion of student learning data, an overall rating and reporting system, and the assurance of inter-rater reliability. (See Attachment 3.8)

Historically, Alaska has recognized the importance of teacher and principal evaluation. Since 1975 by regulation, the State Board of Education & Early Development (State Board) has required districts to evaluate professional employees, including teachers and principals. As defined in the regulation, the purposes of evaluation were the continuous improvement of instruction and as a method to gather data relevant to subsequent employment decisions. In addition, Alaska regulation 4 AAC 19 Evaluation of Professional Employees allowed for the use of multiple measures, required a formal written evaluation at least once per contract year, and mandated in-service training in evaluation techniques for all certified staff. School districts also were required to submit their evaluation procedures to EED for review.

In 1996, the State enacted House Bill 465 to strengthen the Alaska teacher and principal evaluation system and to allow for non-retention of tenured teachers based on the teacher evaluation system. Alaska Statute 14.20.149 requires each district to align its evaluation system to the professional performance standards adopted by the State Board and incorporate information from all stakeholders—students, parents, and community members, as well as education professionals—in the plan’s design and implementation. The district evaluation system also must collect information on performance from a variety of sources, contain provisions for improvement of sub-standard performance, and provide training for those employees subject to the evaluation system, as well as, the principals who conduct evaluations. HB 465 revised the portion of AS 14.20.175 that provides guidelines for the non-retention of a tenured teacher who failed to meet the performance objectives set out in a plan of improvement. (See Attachment 10)

In order to assist districts in the designing and installing an evaluation system that incorporated all the requirements set forth in House Bill 465, EED and the Association of Alaska School Boards co-sponsored the Professional Evaluation Project Committee from June to December 1996. These organizations were joined by representatives of the Alaska Council of School Administrators, NEA-Alaska and the Alaska Parent Teacher Association. At the request of the committee, EED assembled information on certificated employment evaluation from around the state and the nation. The information was compiled, synthesized, and presented in a manner that would be useful to districts as they revised, modified and strengthened their existing evaluation system to meet the new requirements. (See Attachment 3.1)

At the direct result of Alaska’s 2009 Education Summit, the Teacher Quality Working Group (TQWG) was established to work on issues related to teacher quality, including teacher education and certification, teacher employment, and teacher and principal evaluation. The work of the TQWG has resulted in action by the State Board and EED. Based on recommendations from the TQWG, the State Board adopted regulations that require districts to make available to the public a blank copy of the form, template, or checklist that the district uses to evaluate teachers and principals. This includes posting the form, template or checklist on a district website. At the TQWG’s suggestion, EED produced and published an e-Learning module on teacher and principal evaluation to assist districts with the required teaching and principal evaluation training.

From the 2010-2011 school year to the present, the TQWG has focused its discussions and work on

teacher and principal evaluations. The working group began by reviewing Alaska statutes and regulations regarding teacher and principal evaluations. (See Attachment 10). The working group also reviewed research on teacher and principal evaluation and sought information concerning the use of student assessment data in teacher and principal evaluation. (See Attachment 3.9)

On May 18, 2011, the Alaska Technical Advisory Committee (TAC) discussed the use of Alaska’s standards-based assessment (SBA) data to evaluate teachers and principals. The TAC recommended that Alaska’s current SBAs, which are not on a vertical scale, be used only as one of many data points to define student growth and achievement when evaluating teachers and principals. The TAC also recommended that teachers and principals be included in the decision-making process as Alaska determined how to incorporate student assessment data into its teacher and principal evaluation system. The TAC’s recommendations were shared with the TQWG and helped to frame the working group’s discussion in this area. (See Attachments 3.10 and 3.11)

In March 2012, the TQWG made recommendations to the State Board regarding teacher and principal evaluations. (See Attachments 3.4 and 3.5). The recommendations included:

- Allowing school districts to either choose to revise their current teacher and principal evaluation framework, system or model to incorporate specific criteria or use a research-based model that meets the same criteria.
- Working with stakeholders to develop a communications plan to inform all individuals who will be impacted by changes to teacher and principal evaluation.
- Using the term “student learning data” instead of student achievement or student growth data to allow for pre/post-tests; end-of-course tests; student work samples; and performance (e.g., music, drama, speech) in addition to standardized tests to be included in determining a teacher’s or principal’s overall performance rating. The term “student learning data” was recommended to provide school districts the greatest possible flexibility in the types of assessments they may select to substantiate the effectiveness of teachers and principals. It also provided accommodations for the teachers of special needs students, English language learners, and students in non-tested subjects.
- Working with a group of stakeholders to develop and provide guidance for school districts as the new evaluation system is implemented.
- Revising the existing regulations to reflect current knowledge of teacher and principal evaluation.
- Expanding the professional development requirements of teachers and principals who are performing below proficient on any performance standard.

At the direction of the State Board, EED began working with the Alaska Attorney General’s Office to draft revisions to the regulations for teacher and principal evaluation for public comment.

The process to determine the percentage and weight of student learning data began in January 2012. Between January and April 2012, TQWG members discussed the issues with their constituencies and brought back that information to the working group. At its April meeting, the TQWG made the final determination on the percentage of weight that student learning data would account for in teacher and principal evaluations. The TQWG determined that student learning data would account for 20% of a teacher’s or principal’s evaluation and that the four performance levels the districts would report to EED were: unsatisfactory, basic, proficient, and exemplary. In addition, it

recommended that a teacher or principal not be given an overall rating of proficient or exemplary if any one performance area, including the student learning data component, was rate as below proficient.

In addition to these recommendations, the TQWG felt that it was appropriate for districts to have time between the adoption of their evaluation procedures that incorporated student learning data into the evaluation process and the use of that information in the overall rating of teachers and principals. The group members also felt strongly that there should be a review and evaluation of the new system after it had been in place to determine if the goal of increasing student achievement had been met by increasing the use of student learning data in the teacher and principal evaluations.

At its June 2012 meeting, the State Board opened a period of public comment on changes to 4 AAC 04.200(f) professional content and performance standards; 4AAC 04.205(b)(c)(d) District performance standards; 4 AAC 19.010 Purpose and scope of evaluation; 4AAC 19.020 Scope of evaluation; 4 AAC 19.030 Evaluation procedures; 4 AAC 19.040 Confidentiality of the evaluation; 4AAC 19.050 Reporting of evaluation results and local incorporation of student learning data; 4AAC 19.060 Evaluation training; and 4 AAC 19.099 Definitions.

The proposed regulations provide the following:

- School districts must provide evaluator training that assures inter-rater reliability;
- School districts must report to EED at the end of the 2015-2016 school year the number and percentage of teachers and principals at each overall performance rating;
- Plans for professional growth for teachers and principals who receive a rating of basic level in one or more performance area;
- Definitions of the terms “student learning data,” “measurements,” “measurements of student growth,” and “objective, empirical, and valid measurements”; and
- The percentage and timeline for the inclusion of student growth in teacher and principal evaluations.

These regulations were open for public comment until November 2012 and were scheduled for final consideration and adoption at the State Board’s December 2012 meeting. (See Attachment 3.6). Based on public comments and further review by the department, the SBOE revised and re-noticed the regulations on October 29, 2012 (Attachment 3.12). Taking into consideration the comments received between October 29 and November 30 (available at http://education.alaska.gov/State_Board/pdf/12dec_add.pdf and http://education.alaska.gov/State_Board/pdf/public_comment_after_11_16_2012.pdf), the State Board made additional changes prior to adopting the new regulation on December 7, 2012. The adopted teacher and principal evaluation regulations are available at [http://education.alaska.gov/reg/adopted/4_AAC_04.200\(f\).pdf](http://education.alaska.gov/reg/adopted/4_AAC_04.200(f).pdf). Summaries of the changes made to the original proposed regulations are available in attachment 3.16 & 3.17.ii)

- *Does the SEA’s plan include sufficient involvement of teachers and principals in the development of these guidelines?*

Convened by EED in November 2009, the TQWG brought together a variety of stakeholders from throughout Alaska who were interested in working on issues related to teacher quality. The working

group has met regularly to address issues including teacher preparation, teacher certification requirements, and teacher and principal evaluation, and it has made recommendations to EED and the State Board. During the 2010-2011 and the 2011-2012 school years, the TQWG focused solely on the improvement of Alaska's teacher and principal evaluation systems. Stakeholders included representatives from NEA-Alaska, teachers, human resource directors and representatives from school districts, faculty and deans from the state university system and Alaska's private university, members of the Alaska Council of School Administrators, mentors from the Alaska Statewide Mentor Project, and representatives from the Alaska secondary school and elementary school principal associations. (See attachment 3.2) Additionally, a representative the Alaska Comprehensive Center served as a member and provided access to resources on evaluation being used in other states. The stakeholders presented the viewpoints of the groups they represented and sought input from their constituencies between meetings to help inform the work of the TQWG. Information from stakeholder groups was used to ensure that work being done by the TQWG met the unique needs of Alaska.

Additionally, the proposed teacher and principal evaluation regulations were out for public comment until November 2012. This extended comment period allowed for individual stakeholders to have additional input prior to the State Board took final action on the proposed Alaska's revised teacher and principal evaluation regulations. During September and November 2012, EED shared the proposed regulation with all stakeholder groups at scheduled meetings and conferences. (See Attachment C.14)

With the adoption of the evaluation regulations in December, changes to the districts' teacher and principal evaluations system are now required of every Alaska school district. EED is moving forward to create more detailed guidelines and develop a technical assistance plan to assist school boards, administrators and teachers as they begin the process of reviewing and revising their current district evaluation systems to comply with the new requirements. With the assistance of the Northwest Regional Comprehensive Center, Education Northwest, EED will reorganize and reconvene the Teacher Quality Working Group to assist with the formation of the more detailed guidelines, the development of tools to support smaller districts, and the development of a peer review process (See Attachment 3.13).

The department is distributing information concerning the new requirements through the department's website, <http://education.alaska.gov/>, and the *Information Exchange*, its electronic newsletter. The department has developed an FAQ that has been emailed to all district superintendents and is available online at http://education.alaska.gov/TeacherCertification/pdf/evaluation_reg_faqs.pdf. The FAQ will be sent directly to administrators, teachers, and their state organizations. A specific webpage will be established to house resources that districts can use as they begin to update their current evaluation to satisfy the new requirements.

At the local level, according to state law, AS 14.20.149(a) (See Attachment 10), the school board of each district must consider information from all stakeholders, including classroom teachers, affected collective bargaining units, and administrators, in the design and periodic review of the district's teacher and principal evaluation system. Additionally, the new regulations require that the district work directly with educators to develop the student learning data component that will account for 20% of the evaluation in

the 2015-2016 and 2016-2017 school years, 35% in the 2017-18 school year and 50% in the 2018-2019 school year and beyond. (See newly adopted regulations at http://education.alaska.gov/TeacherCertification/docs/recent_changes_4aac_04_200_04_205_4aac_19.doc
[x](#)

- *iii) Has SEA indicated that it will submit to the Department a copy of the guidelines that it will adopt by the end of the 2012–2013 school year?*

Alaska will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2012-2013 school year.

3.B ENSURE LEAs IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

3.B Provide the SEA’s process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA’s adopted guidelines.

- *Is the SEA’s process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, evaluation and support systems consistent with the SEA’s adopted guidelines likely to lead to high-quality local teacher and principal evaluation and support systems?*

From the 2010-2011 school year to the present, the TQWG has focused its discussions and work on teacher and principal evaluations. The group reviewed the existing Alaska statutes and regulations regarding teacher and principal evaluations. Forty-four of Alaska’s 54 school districts responded to an Alaska Comprehensive Center survey about their evaluations of teachers and principals. Items included the purpose of the district’s evaluation, the use of Alaska professional content and performance standards, evidence used in the evaluation of teachers and principals, and the levels of proficiency used in the evaluation system. The group reviewed those results. (See Attachment 3.7)

The regulations contain a provision to ensure that each school district works with teachers and principals to develop the process for incorporating student learning data that will be used in the district evaluation system. By July 1, 2015, each school district must have adopted procedures that incorporate student learning data in its teacher and principal evaluations. Districts are required to use student scores on State assessments for grades and subjects in which the assessments directly related to the subject and grade level of the educator as one of the pieces of student learning data. The other assessments used as student learning data may not be used in greater percentage of the overall student growth standard than the state assessment when determining an educator’s performance in the student learning area. EED will work with school districts to help develop their process for incorporating student learning data. During winter 2012, EED developed detailed communication plan and guidance for school districts.

AS 14.20.149.(g) Employee evaluation states, “The department may request copies of each school district’s certificated employee evaluation system and changes the district makes to the systems.” Current regulations require districts to post the forms used in their evaluation systems. By July 1, 2015, each district will have adopted a teacher and principal evaluation system that meets the requirements, including the use of student learning data, set by the State Board. As districts revise their systems to meet new requirements, EED is asking each district to submit a copy of its evaluation system for review by EED. The department will work with districts on a peer review process for districts to request feedback on their evaluation system prior to the submission of their evaluation system for department approval.

Additionally, beginning in 2016, each district is required report to EED by July 10 the number and percentage of teachers and principals scoring at the four performance levels for the preceding school year.

The adopted regulations contain a provision to ensure that each district works with teachers and principals to develop the process for incorporating student learning data in the district evaluation system. School districts that are further along in the process will serve as models to other districts in how to collaborate with the variety of stakeholders with a vested interest in teacher and principal evaluation. EED plans to hold a meeting at which districts piloting a new system could take the lead in helping other school districts as they begin to revise their teacher and principal evaluation systems. Pilot school districts will work with EED and the TQWG on guidance that will be available to all districts.

As a requirement of submitting their revised evaluation systems, school districts will need to document that they have involved teachers and principals in developing, piloting, and implementing their systems. Once plans have been received by EED, staff will review the plans and assurances of collaboration.

- *Did the SEA describe the process it will use to ensure that all measures used in an LEA's evaluation and support systems are valid, meaning measures that are clearly related to increasing student academic achievement and school performance, and are implemented in a consistent and high-quality manner across schools within an LEA (i.e., process for ensuring inter-rater reliability)?*

The adopted regulations require that two to four measures of student growth be used to determine a teacher's or principal's overall rating. The department will ensure that all measures are valid and are implemented in a consistent and high-quality manner across schools within a district and among districts using a couple of mechanisms. The department will develop guidelines that will provide a recommended list of measures and procedures for the incorporation of student learning data into the teachers' and administrators' evaluation. The peer review process will evaluate the measures being used to determine if they are consistent with the definitions provided in the regulation. If the measures are questioned through the peer review, the department will work with a district to revise its selected measures to satisfy the criteria established by regulations.

The adopted regulations require districts to use data from the statewide assessment selected by the commissioner of education as a measure of student growth if the assessment employs measurements of achievement that are comparable across grade levels. Currently, Alaska's English/language arts and mathematics assessments are not vertically aligned and do not provide a valid and reliable measure of student growth. However, it is anticipated that the new assessment system based on Alaska's new ELA and mathematics standards will satisfy these requirements. When that system is available, teacher and principal evaluations will be required to incorporate the data generated from that assessment for the grades in which those assessments are administered. See 4 AAC 04.205(e)(3) available at the following link:

http://education.alaska.gov/TeacherCertification/docs/recent_changes_4aac_04_200_04_205_4aac_19.docx

The regulations contain the provision that within the evaluation training each district must provide an assurance of inter-rater reliability. EED is researching information on the use of valid measurements and will work with districts and the TQWG to develop a process for ensuring inter-rater reliability. As a process is developed, EED will provide additional guidance to districts.

EED will work with the Alaska Administrator Coaching Project, the Alaska School Leadership Institute, and Alaska’s new comprehensive center to identify inter-rater reliability systems that can serve urban and rural districts. (See Attachments 1.4 and 1.7)

- *Does the SEA have a process for ensuring that teachers working with special populations of students, such as students with disabilities and English Learners, are included in the LEA’s teacher and principal evaluation and support systems?*

Teachers of students with disabilities and English learners were included in the Teacher Quality Working Group (Attachment 3.15) and will continue to be involved at the state and district levels as the new evaluation systems are created.

All teachers of special populations are required to be certified in order to teach in the state. Alaska’s teacher evaluation system applies to all certificated teachers regardless of the population of students the teachers teach. Within the Alaska Administrative Code there is provision for districts to use up to 10 days as in-service days for professional development for educators. School districts may determine, according to their needs, such professional development. Within these parameters each district provides professional development and support to its teachers in a variety of areas and will support teachers of special populations as new systems are implemented.

- *Is the SEA’s plan likely to be successful in ensuring that LEAs meet the timeline requirements by either (1) piloting evaluation and support systems no later than the 2014–2015 school year in preparation for full implementation of the evaluation and support systems consistent with the requirements described above no later than the 2015–2016 school year; or (2) implementing these systems no later than the 2014–2015 school year?*

According to Alaska Statute 14.07.070, “state funds may not be paid to a school district or teacher that fails to comply with the school laws of the state or with the regulations adopted by the department.” The State directly funds K-12 education each year. For fiscal year 2013, the total State support for the K-12 public school foundation program was approximately \$1.2 billion. Districts are obligated to adhere to State statute and regulations; if they fail to comply, they jeopardize their State funding.

By adopting the new educator evaluation regulations, the Alaska State Board of Education & Early Development has mandated that every Alaska district develop, adopt, pilot, and implement an evaluation and support system consistent with the requirements set forth in the regulations. In order to satisfy the timelines set forth in the regulations, all Alaska districts will need to begin immediately to revise their current evaluation systems to be in compliance.

EED will use funds made available through Title II technical assistance to support the Teacher Quality Working Group and districts’ training.

Recognizing the scope of changes that the TQWG felt were necessary to ensure that Alaska’s teachers and principals were effective, improved student learning, and continued to grow as professionals, work to date has been deliberative and has had input from a variety of stakeholders. As the work has moved forward, new stakeholders have been added to the TQWG. Working with EED, the TQWG developed a timeline for implementing the new teacher and principal evaluation process: The timeline has been revised to reflect the requirements of the newly adopted regulations;

as well as, recent work with Alaska’s comprehensive center.

2012-2013 School Year

- **December 2012** State Board adopted proposed teacher and principal evaluation regulations.
- **December 2012** Begins working with Northwest Regional Comprehensive Center (NWRCC) to develop a communication and dissemination plan, convene and train peer reviewers for district evaluation proposals, identify valid and reliable methods for measuring effectiveness, and develop tools to support small districts. EED continues to research other states’ guidance that the TQWG can use to develop more detailed guidance for the new evaluation system. EED increases stakeholder’s awareness, continues to gather public comment, and recommends modifications of proposed regulation to the State Board.
- **December 2012** EED develops FAQ for website. Begins construction of webpage that will house technical assistance and guidance documents.
- **January-June 2013** EED works with the testing contractor to ensure that the new statewide assessment system can provide data that can be used in teacher and principal evaluations.
- **January-March 2013** EED Monthly meetings continue with Northwest Regional Comprehensive Center (NWRCC) to finalize communication and dissemination plan. The Teacher Quality Working group is reorganized and reconvened with support from NWRCC to develop a guidance document that includes peer review criteria, a list of valid and reliable methods for measuring effectiveness, and tools that will address specific needs of Alaska’s smaller districts. EED begin to develop peer review and feedback protocol. **February 2013** Pilot schools identified. The Kenai, Anchorage and Kodiak school districts have already begun the process of reviewing and revising their teacher and principal evaluation systems. Four Alaska school districts, Bering Strait, Matanuska-Susitna, Yupiit, and Yukon-Koyukuk, have schools with School Improvement Grants and have begun the process of revising their evaluation systems to include student learning. Collectively, these districts include rural and urban schools and represent the range of school sizes seen across Alaska. These districts will be the first districts invited to identify pilot schools that can be used to model the use of student learning data and develop a process to assure inter-rater reliability.
- **March 2013** Draft guidance is available to school districts for use and feedback. Guidance will continue to be available to school districts in succeeding years. As feedback and new information become available, the guidance will be updated. The guidance document will be made available on EED’s website.
- **April 2013** EED will begin holding workshops for pilot districts and their selected schools that will address the following: setting performance standards for student learning data, incorporating student learning data into the overall rating for teacher and principals, identifying valid reliable measures, and inter-rater reliability. Peer review training will also be conducted through EED workshops.
- **June 2013** EED will submit finalized teacher and principal evaluation guidance to USED for final approval.

2013-2014 School Year

Throughout the school year, districts identify additional valid and reliable measures and establish procedures to use student learning data as a criterion in their teacher and principal evaluations.

EED continues to work with the testing contractor to ensure that new statewide assessment system can provide data that can be used in teacher and principal evaluations. EED provides technical assistance to school districts as requested. A peer review process for school districts to request feedback on their evaluations is available. Additionally, EED will meet with school districts to determine other needs regarding implementation.

- **August-December 2013** All Alaska districts begin the review and revision of their evaluation systems and begin to incorporate the new requirements. Additional workshops described above are conducted for all districts as needed.
- **August 2013** The peer review and department approval process is available to districts that have adopted a revised evaluation system. EED will provide technical assistance to districts that submit revised evaluation systems that are non-compliant.
- **December 2013-May 2014** EED collects and compiles feedback/data from school districts on the evaluation processes being used.

June 2014 EED reports to the State Board on progress being made with school districts and the new evaluation system.**2014-2015 School Year**

Throughout the school year, pilot schools within all districts use available student learning data as a criterion in their teacher and principal evaluations. EED provides technical assistance to school districts as requested. EED will meet with school districts to determine other needs for implementation.

- **August 2014-May 2015** All school districts pilot their proposed evaluation system that includes student learning data and inter-rater reliability. Districts continue to submit revised teacher and principal evaluation systems for peer review and department approval.
- **November 2014-April 2015** Districts collect data on the use of student learning in their teacher and principal evaluations at their pilot sites. EED works with school districts to review data and provide information to the State Board.
- **April 2015** If the new student assessment system is in place, the student assessment data will provide baseline information that can be used in the 2015-2016 school year teacher and principal evaluations.
- **June 2015** EED reports to the State Board on teacher and principal evaluations.
- **July 1, 2015** All school districts will have adopted a teacher and principal evaluation system that meets the requirements, including the use of student learning data. The district's adopted teacher and principal evaluation systems will be available on the district website. Through peer review and department approval, all districts will be in compliance with teacher and evaluation regulations adopted by the State Board in December, 2012.

2015-2016 School Year

EED provides technical assistance to school districts as requested. EED will meet with school districts to determine other needs for implementation.

- **April, 2016** EED and stakeholders meet to examine the validity and reliability of the student learning data from the new student assessment system in regard to teacher and principal evaluation. The commissioner of education determines if data satisfies definitions provided in the newly adopted regulation. If so, the data will be included as one of the measures of student growth for the appropriate teachers and for principals in

the area of student learning data.

- **July 10, 2016** School districts report to EED and the public the number and percentage of teachers and principals at each performance level for the 2015-2016 school year. Student learning data must account for at least 20 percent of the teacher's or principal's overall performance rating.

2016-2017 School Year

- **July 10, 2017** School districts report to EED and the public the number and percentage of teachers and principals at each performance level for the 2016-2017 school year. Student learning data must account for at least 20 percent of the teacher's or principal's overall performance rating

2017-2018 School Year

- **July 10, 2018** School districts report to EED and the public the number and percentage of teachers and principals at each performance level for the 2017-2018 school year. Student learning data must account for at least 35 percent of the teacher's or principal's overall performance rating.

2018-2019 School Year

- **July 10, 2019** School districts report to EED and the public the number and percentage of teachers and principals at each performance level for the 2018-2019 school year. Student learning data must account for at least 50 percent of the teacher's or principal's overall performance rating.

The timeline allows school districts the time necessary to be able to collaborate with their teachers and principals and other education stakeholders on a new evaluation system. The timeline allows EED to work with the TQWG and interested school districts to develop a peer review process that can be used to help school districts improve their evaluation systems and comply with adopted teacher and principal regulations. The timeline allows districts to request and receive peer feedback in order to strengthen their evaluation systems. As the process within districts moves forward and feedback is received from districts, the State Board and other stakeholders, the timeline may need to be adjusted.

- *Is the SEA plan for providing adequate guidance and other technical assistance to LEAs in developing and implementing teacher and principal evaluation and support systems likely to lead to successful implementation?*

In Alaska's Work Plan developed with the Northwest Regional Comprehensive Center (NWRCC), EED has identified development of a continuum of supports to help districts implement the new regulations for evaluating teacher and principal evaluation systems as one of its two priorities. (Attachment 3.13) NWRCC will provide the technical assistance the department needs to develop a communication and dissemination plan, convene and train peer reviewers for district evaluation proposals, identify valid and reliable methods for measuring effectiveness, and develop tools to support small districts. The first meeting between NWRCC and the department was November 30. The next meeting will occur on January 4.

See the timeline above for additional information concerning EED's plan for guidance and technical assistance.

- *Is the pilot broad enough to gain sufficient feedback from a variety of types of educators, schools, and classrooms to inform full implementation of the LEA's evaluation and support systems?*

Teachers of students with disabilities and English learners were included in the Teacher Quality Working Group (Attachment 3.15) and will continue to be involved at the state and district levels as the new evaluation systems are created. Guidance developed with the assistance of the Teacher Quality Working Group will contain specific information concerning the use of student learning data when evaluating teachers of students with disabilities and English learners.

The Kenai, Anchorage and Kodiak school districts have begun the process of reviewing and revising their teacher and principal evaluation systems. Four Alaska school districts, Bering Strait, Matanuska-Susitna, Yupiit, and Yukon-Koyukuk, have schools with School Improvement Grants and have begun the process of revising their evaluation systems to include student learning. Collectively, these districts include rural and urban schools and represent the range of school sizes seen across Alaska. These districts will be invited to identify pilot schools that can be used as to model the inclusion of student learning data in teachers' and principals' overall ratings.

During the development and adoption of a new or revised evaluation system, districts are required to comply with the applicable statutes governing the revision of their evaluation system (Attachment 10). The statute requires that the district consider input from all of their stakeholders, including teachers of students with disabilities and English learners. The new regulations require that teachers and administrators are consulted in the development of the performance standard for the student learning component and the development of the procedures used to incorporate the student learning data into the overall rating of teachers and administrators.

Districts' revised evaluation systems must include evidence that input from teachers of students with disabilities and English learners was considered in the construction of the evaluations system.

The following email notice was sent to all district (LEA) superintendents, all public stakeholder groups, and was forwarded to district federal programs contacts as notification of Alaska's intent to apply for the ESEA Flexibility Waiver. Also attached is the Notice to LEAs sent to request and AMO freeze waiver in order to devote time and resources to planning for the submission of the ESEA Flexibility Waiver.

Hi, all,

I'm forwarding this message to our federal programs contacts list to ensure that you all know that the state is seeking input on our draft waiver proposal. I encourage you all to participate in one of the webinars during the week of August 13, to review the information posted on the website, and to provide comments through the online comment form.

Thank you!

*Margaret MacKinnon
Title I/ESEA Administrator
Alaska Department of Education & Early Development*

From: Fry, Eric V (EED)
Sent: Friday, August 03, 2012 1:46 PM
Subject: Alaska Seeks Comments on Draft NCLB Waiver

Eric Fry
Information Officer
Alaska Department of Education & Early Development
907-465-2851

Alaska is preparing to apply for a waiver from many aspects of the Elementary and Secondary Education Act (ESEA), commonly called No Child Left Behind. That federal law created a complex accountability system for public schools. If Alaska is granted a waiver, the state would implement its own accountability system for public schools, subject to some federal conditions.

The Alaska Department of Education & Early Development is preparing a draft of its waiver proposal. The department is asking interested Alaskans to comment on the draft no later than August 21, 2012, using an online form at <http://education.alaska.gov/nclb/esea.html>.

That webpage currently contains an overview of the waiver process and presentations about Alaska's proposals for the three principles the federal government requires states to address:

Principle 1 – College and Career Ready Standards and Assessment;
Principle 2 – Accountability and Support; and

Principle 3 – Supporting Effective Instruction and Leadership.

By early next week, the webpage will contain a draft of the full application for a waiver.

The following webinars/audio conferences will explain Alaska's draft proposal and invite stakeholder input. Click on the link to join a specific webinar online. You can participate by audio-only by calling 1-800-315-6338 and entering passcode 2970#.

Monday, August 13, 2:00-3:30 p.m.

<https://sas.illuminate.com/m.jnlp?sid=2010175&password=M.227641196DBD9879D51290CFC48F29>

Wednesday, August 15, 3:00-4:30 p.m.

<https://sas.illuminate.com/m.jnlp?sid=2010175&password=M.08D5F2A34519F748BDFC03C31B486D>

Thursday, August 16, 3:00-4:30 p.m.

<https://sas.illuminate.com/m.jnlp?sid=2010175&password=M.7552BCF66C4F893408D2B17A88D9A2>

We invite you to distribute this e-mail to your organization's members and to encourage anyone interested in school accountability to participate in the webinars and enter comments about Alaska's draft proposal. Thank you for your consideration.

If you have questions, please contact Eric Fry at 907-465-2851 or eric.fry@alaska.gov.

STATE OF ALASKA

Department of Education & Early Development

Teaching & Learning Support

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Margaret.MacKinnon@alaska.gov

To: Superintendents

cc: Federal Programs Coordinators

From: Margaret MacKinnon
Title I/NCLB Administrator

Date: May 31, 2012

Subject: Notification of Alaska's Intent to Apply for Waiver to Freeze AMOs for AYP determinations for 2011-2012

The Alaska Department of Education & Early Development is planning to request a waiver of section 1111(b)(2)(H) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended, to permit Alaska to use the same annual measurable objectives (AMOs) that Alaska used for AYP determinations based on assessments administered in the 2010–2011 school year to make such determinations for the 2011–2012 school year. Alaska believes that using the same AMOs for AYP determinations based on assessments administered in the 2011–2012 school year as it used for the 2010–2011 school year will help increase the quality of instruction for students and improve the academic achievement of students by removing the pressure of meeting escalating AMOs so that Alaska and other stakeholders within the State can devote necessary time and resources to planning for submission of a request for ESEA flexibility.

When Alaska submits an application for the waiver to use the same AMOs to make AYP determinations based on the assessments in 2011-2012, it also agrees to submit evidence that the state has adopted college and career ready standards, and that it will provide student growth data on current students and students taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the state administers assessments in those subjects in a manner that is timely and informs instruction. The state will also post a table that sets forth statewide achievement data, including proficiency rates and achievement gaps, for the “all students” group and identified student subgroups based on the most recent three years of data. Finally, in applying for the waiver to freeze the AMOs, it agrees to take all steps necessary to plan for the implementation of ESEA flexibility and will submit a request for ESEA flexibility. EED understands that, if it fails to submit a request for ESEA flexibility or if its request is not approved prior to the time it must make AYP determinations based on assessments administered in the 2012–2013 school year, Alaska will revert to using its currently approved AMOs for the 2012–2013 and the 2013–2014 school years, meaning that all schools and local educational agencies (LEAs) in the State will be held accountable for reaching 100 percent proficiency by 2014.

This notice is to meet the notification requirements under Section 9401(b)(3)(A)(i) of the Elementary and Secondary Education Act. **Districts are invited to submit comments to the department regarding this waiver request no later than June 8, 2012. After that date, the department will submit the district comments to the US Department of Education (USED) along with its waiver request. Comments may be submitted to Margaret MacKinnon by email at margaret.mackinnon@alaska.gov or by fax at 907-465-2989.**



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Office of Superintendent

Dr. Steve Atwater

148 North Binkley Street Soldotna, Alaska 99669-7553
 Phone (907) 714-8888 Fax (907) 262-9132

August 20, 2012

Mike Hanley, Commissioner
 Department of Education & Early Development
 801 West 10th Street, Suite 200
 Juneau, AK 99811-0500

Dear Commissioner Hanley,

I am writing on behalf of the Kenai Peninsula Borough School District (KPBSD) to comment on Principle 2 of the proposed ESEA Flexibility Waiver application. KPBSD applauds the Department for making this application and generally views the proposed changes as positive. The move away from the requirement that 100% of the state's students demonstrate proficiency two years from now is a necessary one. KPBSD does have some reservations regarding some of the application's specifics. These reservations and suggestions are listed in the following table. I have also included a series of questions that may or may not be immediate to the waiver application.

Item	Concern	Suggestion
Use of the WorkKeys Exam as indicator for high schools	Although in regulation, WorkKeys results do not seem to be embraced by employers as it was thought that they would be. Hence, the test has little immediate urgency for the district's students and is not taken seriously. The APS has helped give the WorkKeys more validity, but for many students this is not making a difference. The formalizing of the WorkKeys for this waiver will require an increased level of effort by the district to track and report results.	Use the SAT or ACT instead (this is already a requirement of the APS) Another consideration for this indicator is the Accuplacer. This exam would help with the K-12-university conversation on students not being ready for university after HS graduation. Best option is for the new assessment system that the state will roll out in FY16 to include what is needed as a way to avoid two exams.
Star rating	Use of a symbol not viewed as the best motivator for schools.	Would rather see a term, e.g., distinguished. Star rating makes a school sound like a hotel or restaurant

State level reporting	Department has its hands full with the review and reporting of current AYP data. Proposal does not appear to diminish the enormity of this task	Ensure that the department continues to have the capacity to handle the data. Imperative that the legislature not reduce the Department's budget.
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Questions		
Turnaround principles	Question of who replaces staff?	Assume this is a district responsibility; state does not have the capacity for this.
Consequences	On-Site coach	Who pays for this?
Sub-group size	Is this the same as current number?	Do not make it smaller
Confidence interval, safe harbor	What are the statistical calculations that go with the waiver? Are they the same as those that are currently in place?	
Graduation rate	Is the graduation rate disaggregated for the four subgroups? If so, is there a minimum (n) for the subgroups?	

Again, thank you for working to make the accountability portion of the federal requirements more manageable for Alaska's schools. I look forward to learning whether the application is approved.

Sincerely,



Steve Atwater, Ph.D.
 Superintendent

8/21/2012	Dan Walker	LKSD
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Principle 1: College & Career Ready Standards & Assessment		
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Principle 2: State-Developed Differentiated System of Recognition, Accountability & Support		
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Overall we are pleased with the proposal. Potential concerns are with graduation rate points for small schools with very few graduates. If one or two graduates leave the school, drop out or otherwise count against the school, they may not receive any graduation rate points. The WorkKeys Certificate rate could potentially hurt schools. Many of our small schools do not have the teaching staff to offer world languages or some of the other classes required for APS. Until we build the capacity to offer these classes in small schools, they could potentially lose points.

LKSD is concerned about the timelines for teachers and principals to show effectiveness under the turnaround principles. Without sufficient time for staff to show effectiveness and improve, we risk continuing a revolving door of turnover. Districts will continue to need time to build capacity and train teachers and principals. It is a bit difficult to tell about funding levels under the new system.

Principle 3: Effective Instruction & Leadership (Teacher & Principal Evaluation & Support Systems)		
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8/21/2012	Carlton Kuhns, Ass't Superintendent	Lower Kuskokwim School District
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Principle 1: College & Career Ready Standards & Assessment		
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Principle 2: State-Developed Differentiated System of Recognition, Accountability & Support		
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Principle 3: Effective Instruction & Leadership (Teacher & Principal Evaluation & Support Systems)		
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'Data on student learning growth' must be meaningful learning, not limited to SBA scores. Consideration should be given to: multiple measures and instruments; flexibility for district selection of tools and measures; tools that are applicable to all content areas including content not assessed by SBA; must recognize that many teachers teach a large range of subjects and grade levels



Anchorage School District

5530 E. Northern Lights Blvd.
Anchorage, Alaska 99504-3135
(907) 742-4000

SCHOOL BOARD

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Kathleen Plunkett
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Jeff Friedman
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Pat Higgins

Crystal Kennedy

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SUPERINTENDENT

Carol Comeau

June 8, 2012

Margaret MacKinnon
Title I/NCLB Administrator
Department of Education and Early Development
P.O. Box 110500
Juneau, Alaska 99811-0500

Ms. MacKinnon:

The Anchorage School District appreciates the opportunity to forward comments related to notification of Alaska's intent to apply for a waiver to freeze Annual Measurable Objectives for Adequate Yearly Progress determinations for 2011-12.

The district strongly supports the department seeking this waiver.

Under current rule, AYP determinations are resulting in an indiscriminate number of schools being identified for improvement, corrective and restructuring actions. Based on 2011 AYP results, the ASD currently has 28 schools identified as Level 5, six identified as Level 4 and 13 identified as Level 3. If these schools do not make AYP in 2012, the ASD will have 47 (or 49 percent) of its schools in Level 4 or higher status.

In 2012 AYP results, graduation rate requirements will add disaggregated accountability for all student subgroups, rather than being limited to the All Student category. Consequently, the ASD anticipates that small, alternative high schools with low student diversity will be the only schools likely to meet the AMOs.

These examples illustrate that, instead of identifying high-priority schools for focused improvement actions, the current AYP process appears to be on pace to identify nearly all schools for such actions. Consequently, the district supports seeking the waiver, so the state can devote increased attention to developing a more realistic and effective accountability system.

Having said this, the district has significant concerns about state and federal expectations for meeting ESEA requirements in the interim, if the waiver is sought. For example, ASD Director of Assessment and Evaluation, Laurel Vorachek, writes, "ASD is currently calculating AYP based on the freezing of the AMO targets at the 2010-11 levels. Since we are required to provide the information to our principals by June 30 for their review, we have to make a decision about how we run it for the initial review."

Depending on how AYP outcomes are determined for 2012, the ASD has 18 Title I schools that may be faced with meeting ESEA Public School Choice (PSC) requirements. Each of these schools is required to offer at least two receiving school options for families. Combined, sending and



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Carol Comeau

receiving schools form 54 potential scenarios for which the ASD must make determinations based on AYP outcomes. Added to the 54 pending scenarios are 20 current receiving locations, which must be removed as receivers if they do not make 2012 AYP. (State law prohibits schools in improvement status from being PSC receivers.) August 8 marks the deadline for meeting notification requirements to eligible PSC families. Meeting 2012 PSC requirements will involve over 8308 letters being mailed (in multiple languages) to eligible households. Added to this list is the coordination of transportation for hundreds of approved students.

Meeting Title I Supplemental Educational Services (SES) requirements raises similar concerns.

Consequently, if EED applies for a waiver to freeze AMOs, the ASD will need immediate, clear and explicit guidance from the state regarding how districts are expected to proceed in making AYP determinations and meeting ESEA notification, PSC and SES requirements for the 2012-13 school year.

District staff and I are available to answer any questions regarding these comments and will forward additional remarks and clarifications, as you deem necessary.

Sincerely,

Carol Comeau
Superintendent

cc: Ed Graff, Assistant Superintendent, Instruction
Laurel Vorachek, Director, Assessment & Evaluation
Vernon Campbell, Director, District Accountability
Karin Halpin, Supervisor, Title I-A Program

MacKinnon, Margaret H (EED)

From: Steve Atwater <SATwater@KPBSD.k12.ak.us>
Sent: Thursday, June 07, 2012 5:15 PM
To: MacKinnon, Margaret H (EED)
Subject: RE: ESEA Flexibility Waiver Information and Notice of Intent to Apply to Freeze AMOs

June 7, 2012

Margaret McKinnon
Title I/ESEA Administrator
Alaska Department of Education & Early Development
PO Box 110500
Juneau, AK 99811-0500

Dear Ms. McKinnon,

I am writing on behalf of the Kenai Peninsula Borough School District (KPBSD) in support of Department of Education and Early Development's application for a waiver of section 1111(b)(2)(H) of the Elementary and Secondary Education Act (ESEA). KPBSD believes that a waiver from this section of ESEA will be a benefit to all of Alaska's students. Without a waiver, DEED would likely be faced with an overwhelming need to offer assistance to the majority of its schools that would require corrective action. I feel that this responsibility would compromise the Department's other improvement initiatives.

I am confident that the requirements of the waiver will lead to a higher level of student learning. I encourage the Department to engage all stakeholders in the decision of how best to meet the need to include (as a significant factor) data on student learning growth. Further, KPBSD feels that this factor should comprise no more than 20% of a teacher's evaluation. Finally, KPBSD's evaluation system, although needing a fifth domain for this requirement, should be viewed as a model for the state when considering a system to satisfy the waiver requirements.

Thank you for seeking comment on the proposed waiver application.

Sincerely,

Steve Atwater

Steve Atwater, Ph.D.
Superintendent
Kenai Peninsula Borough School District
Soldotna, AK 99669

907-714-8836- voice
907-262-9132- fax

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Notice and Information Provided to the Public

The following email notification was provided on August 3 to a large group of stakeholders. It was also published in the *Information Exchange* which is posted on the EED website at http://education.alaska.gov/doe_news/infoexch/ix120803.html#top . In addition, the ESEA Flexibility Waiver information is posted on the website at this link: <http://education.alaska.gov/nclb/esea.html>.

Screen shots attached show the changes in the website over time during the process of gathering stakeholder feedback.

From: Fry, Eric V (EED)
Sent: Friday, August 03, 2012 1:46 PM
Subject: Alaska Seeks Comments on Draft NCLB Waiver

Eric Fry
Information Officer
Alaska Department of Education & Early Development
907-465-2851

Alaska is preparing to apply for a waiver from many aspects of the Elementary and Secondary Education Act (ESEA), commonly called No Child Left Behind. That federal law created a complex accountability system for public schools. If Alaska is granted a waiver, the state would implement its own accountability system for public schools, subject to some federal conditions.

The Alaska Department of Education & Early Development is preparing a draft of its waiver proposal. The department is asking interested Alaskans to comment on the draft no later than August 21, 2012, using an online form at <http://education.alaska.gov/nclb/esea.html>.

That webpage currently contains an overview of the waiver process and presentations about Alaska's proposals for the three principles the federal government requires states to address:

Principle 1 – College and Career Ready Standards and Assessment;
Principle 2 – Accountability and Support; and

Principle 3 – Supporting Effective Instruction and Leadership.

By early next week, the webpage will contain a draft of the full application for a waiver.

The following webinars/audio conferences will explain Alaska's draft proposal and invite stakeholder input. Click on the link to join a specific webinar online. You can participate by audio-only by calling 1-800-315-6338 and entering passcode 2970#.

Monday, August 13, 2:00-3:30 p.m.

<https://sas.illuminate.com/m.jnlp?sid=2010175&password=M.227641196DBD9879D51290CFC48F29>

Wednesday, August 15, 3:00-4:30 p.m.

<https://sas.illuminate.com/m.jnlp?sid=2010175&password=M.08D5F2A34519F748BDFC03C31B486D>

Thursday, August 16, 3:00-4:30 p.m.

<https://sas.illuminate.com/m.jnlp?sid=2010175&password=M.7552BCF66C4F893408D2B17A88D9A2>

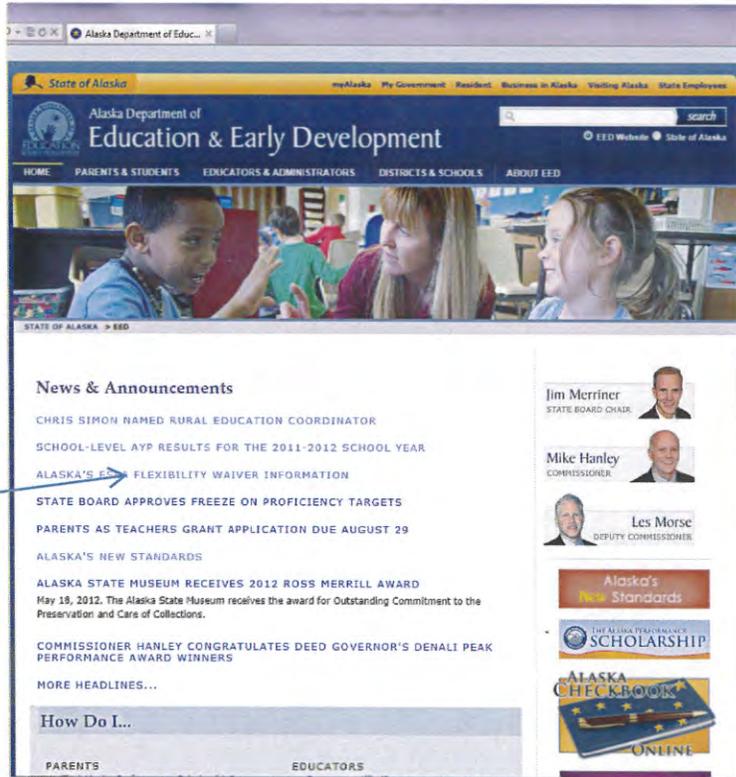
We invite you to distribute this e-mail to your organization's members and to encourage anyone interested in school accountability to participate in the webinars and enter comments about Alaska's draft proposal. Thank you for your consideration.

If you have questions, please contact Eric Fry at 907-465-2851 or eric.fry@alaska.gov.

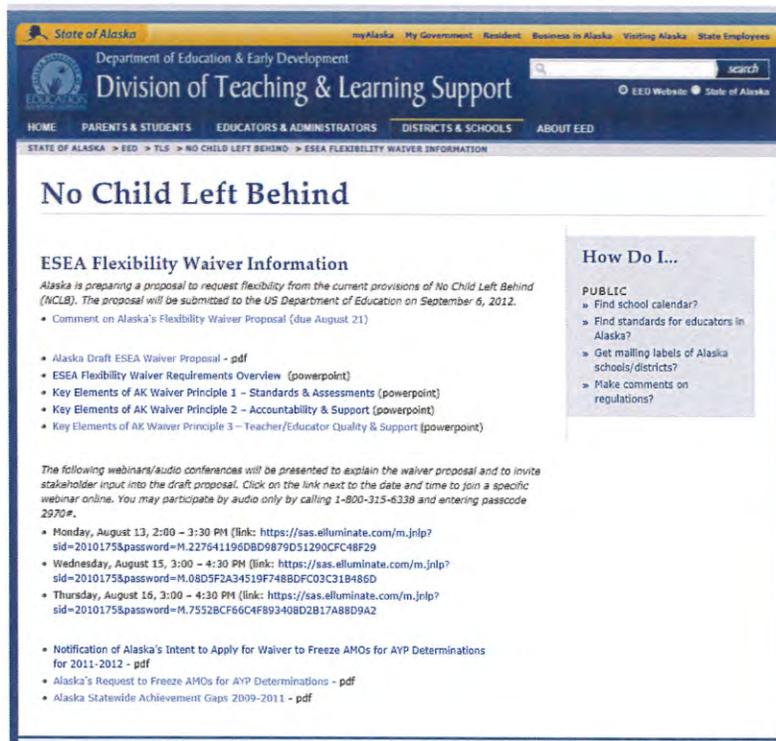
Alaska Department of Education & Early Development

Webpage screen shots showing waiver information for stakeholder outreach

Home web page (8/16/2012; <http://education.alaska.gov>)



ESEA Flexibility Waiver Information Page showing scheduled webinars (8/16/2012; <http://education.alaska.gov/nclb/esea.html>)



Online comments submission tool

(8/16/2012; <https://education.alaska.gov/Surveys/Esea/FlexibilityWaiverComments>)

The screenshot shows the Alaska Department of Education & Early Development website. The main heading is "Alaska Department of Education & Early Development". Below the heading is a navigation menu with links for HOME, PARENTS & STUDENTS, EDUCATORS & ADMINISTRATORS, DISTRICTS & SCHOOLS, and ABOUT EED. The current page is titled "Comment on Alaska's Draft ESEA Flexibility Waiver". It includes a deadline of August 21, 2012, and instructions for submitting comments. The form fields include: Name, Organization I Represent (optional), and three text areas for comments on Principle 1 (College and Career Ready Standards and Assessment), Principle 2 (State-Developed Differentiated System of Recognition, Accountability & Support), and Principle 3 (Effective Instruction and Leadership). Each text area has a "Maximum 1000 characters" limit. A "Submit Comment" button is at the bottom.

Updated webpage with recorded webinar link (8/17/2012; <http://education.alaska.gov/nclb/esea.html>)

The screenshot shows the Alaska Department of Education & Early Development website, specifically the "Division of Teaching & Learning Support" page. The main heading is "No Child Left Behind". Below the heading is a section titled "ESEA Flexibility Waiver Information". It includes a paragraph stating that Alaska is preparing a proposal to request flexibility from the current provisions of No Child Left Behind (NCLB). The proposal will be submitted to the US Department of Education on September 6, 2012. A list of links is provided, including "Comment on Alaska's Flexibility Waiver Proposal (due August 21)", "Alaska Draft ESEA Waiver Proposal - pdf", "ESEA Flexibility Waiver Requirements Overview (powerpoint)", "Key Elements of AK Waiver Principle 1 - Standards & Assessments (powerpoint)", "Key Elements of AK Waiver Principle 2 - Accountability & Support (powerpoint)", and "Key Elements of AK Waiver Principle 3 - Teacher/Educator Quality & Support (powerpoint)". A section titled "Listen to the recorded webinar explaining the waiver proposal at the following link (approximately 90 minutes):" includes a URL: https://sas.elluminate.com/mr_jnlp?uid=M.DE25EF811818F8973F48302C1C3C70&sid=2010175. A section titled "Title I Committee of Practitioners Meeting - August 20, 2012, 3:30 - 5:00 PM" includes a webinar link: https://sas.elluminate.com/m_jnlp?password=M.447E86382505CB9FA086923F9DE9&sid=2010175 and an audio conference call in #1-800-315-6338, passcode 2970#. A section titled "Notification of Alaska's Intent to Apply for Waiver to Freeze AMOs for AYP Determinations for 2011-2012 - pdf" includes links for "Alaska's Request to Freeze AMOs for AYP Determinations - pdf" and "Alaska Statewide Achievement Gaps 2009-2011 - pdf". A "How Do I..." sidebar on the right lists public actions: Find school calendar?, Find standards for educators in Alaska?, Get mailing labels of Alaska schools/districts?, and Make comments on regulations?.

State Board of Education and Early Development Meeting
June 8, 2012
Excerpt From the Unapproved Minutes

Board member Pat Shier moved and member Phil Schneider seconded the following motion:

I move the State Board of Education & Early Development adopt the revised *Alaska English/Language Arts and Mathematics Standards*. The publication is adopted by reference in: 4 AAC 04.010, Purposes and responsibilities; 4 AAC 04.140, Content standards; 4 AAC 04.150, Performance standards; 4 AAC 04.200, Professional content and performance standards; 4 AAC 06.700, Purpose; 4 AAC 06.710, Statewide student assessment system; 4 AAC 06.730, Standardized norm referenced test administration; and 4 AAC 06.737, Standards-based test.

The motion carried by a 6-1 roll call vote.

Patrick Gamble, President
 Phone: (907) 450-8000
 Fax: (907) 450-8012
 Email: ua.president@alaska.edu



UNIVERSITY
 of ALASKA
Many Traditions One Alaska

202 Butrovich Building
 910 Yukon Drive
 P.O. Box 755000
 Fairbanks, AK 99775-5000

June 7, 2012

The Honorable Arne Duncan
 U.S. Secretary of Education
 The United States Department of Education
 400 Maryland Ave., SW
 Washington, DC 20202

Dear Secretary Duncan:

As President of the University of Alaska, I am pleased to confirm that our state's K-12 academic standards in English/language arts and mathematics are designed to provide the academic preparation that students need to succeed at the postsecondary institutions of the University of Alaska system. We believe that a student who masters those standards will not require remedial coursework in English/language arts or mathematics at our campuses.

University faculty and staff participated in several of the 16 events that the Alaska Department of Education & Early Development conducted over the course of two years in support of developing, discussing and reviewing the new standards. A total of 19 University faculty members were involved in the review process and an additional 6 staff members participated in our business/industry and community outreach meetings.

Additionally, Alaska Department of Education & Early Development staff coordinated with Achieve, Inc. in the initial planning stages of the standards revision process in 2010. Staff from Achieve reviewed Alaska's standards revision plan and provided feedback via phone conversations and a teleconference. Achieve provided critical guidance for consideration of appropriate stakeholders, identifying key decision-makers, and process-specific tasks, which Alaska incorporated into the review.

Alaska also utilized two national experts who were involved in developing the Common Core Standards: Dr. Brian Gong and Dr. Karin Hess from The National Center for the Improvement of Education Assessment, Inc. (NCIEA). Dr. Gong and Dr. Hess facilitated five meetings and several activities that included K-12 teachers, district curriculum specialists, administrators, college professors and deans, and members of the business community. Their knowledge, familiarity and experience with the Common Core

The Honorable Arne Duncan

June 7, 2012

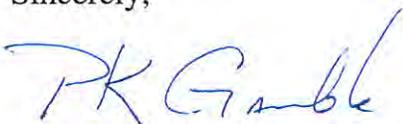
Page 2

Standards allowed them to provide guidance that specifically addressed concerns related to the quality of our new Alaska standards. They were able to effectively balance the standards that were important to Alaskans with those that identify skills and knowledge allowing our students to remain competitive on a global level. This was accomplished without sacrificing rigor or relevancy.

The Common Core implementation team for the Council of Chief State School Officers (CCSSO) reviewed Alaska's new standards and compared them to the Common Core. The CCSSO team reported that the two sets of standards track closely. The team did note that the first draft of Alaska's standards did not include literacy standards separately for history/social studies, science and technical subjects. However, Alaska's final standards do include literacy standards separately for history/social studies, science and technical subjects.

The timeline for implementation of the Alaska college and career ready standards calls for full implementation in 2015-2016, and that is the first year that the standards are proposed to be assessed. It is too early to measure the effectiveness of the standards mastery in relation to students requiring remediation in higher education. The University is currently conducting a validity study to examine entry-level postsecondary courses and determine the degree to which the new Alaska standards represent the knowledge and skills necessary for postsecondary readiness. The study is modeled after the validity study conducted by the Bill & Melinda Gates Foundation and the Educational Policy Improvement Center (EPIC). Alaska's study is being conducted by our Center for Alaska Education Policy Research (CAEPR) from the University of Alaska Anchorage campus. We are hopeful the findings of the study will demonstrate the new Alaska standards prepare students for post-secondary readiness at our University. In the meantime, we hope that you will accept our institutional confidence as you consider Alaska's application for a waiver from elements of No Child Left Behind.

Sincerely,



Patrick K. Gamble
President, University of Alaska

Alaska Statewide Proficiency Rates 2012 Assessments

Percent proficient or above based on all students tested

	Reading	Writing	Math
All students	80.1	74.2	68.6
African American	74.1	67.4	54.4
Alaska Native /Am Indian	59.0	51.3	48.6
Asian/Pacific Islander	76.3	73.2	67.9
Caucasian	90.1	84.7	78.7
Hispanic	80.3	75.0	66.3
Multi-Ethnic	82.4	76.6	70.2
Economically Disadvantaged	68.9	62.0	56.4
Students with Disabilities	44.0	38.2	32.2
English Learners	31.4	27.2	26.7

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA’s list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

LEA Name	School Name	School NCEES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
Alaska Gateway Schools	Tanacross School	20005000424			G
Alaska Gateway Schools	Tetlin School	20005000528			G & H
Aleutians East Borough Schools	Cold Bay School	20000700006	A & B		
Anchorage Schools	Avail School	20018000714			G & H
Anchorage Schools	Chugach Optional Elementary	20018000067	A & B		
Anchorage Schools	Aurora Elementary	20018000056	A		
Anchorage Schools	Northern Lights ABC K-8 School	20018000094	A		
Anchorage Schools	Steller Secondary School	20018000115	A		
Anchorage Schools	Ravenwood Elementary	20018000532	B		
Anchorage Schools	Bear Valley Elementary	20018000533	A		
Anchorage Schools	Polaris K-12 School	20018000101	A & B		
Anchorage Schools	Trailside Elementary	20018000390	B		
Anchorage Schools	Aquarian Charter School	20018000172	A		
Anchorage Schools	Eagle Academy Charter School	20018000460	A & B		
Anchorage Schools	Rilke Schule Charter School	20018000732	A		
Bering Strait Schools	Brevig Mission	020002000423			G
Bering Strait Schools	Diomedea School	20002000499			G
Bering Strait Schools	Gambell School	020002000012			G
Bering Strait Schools	Hogarth Kingeekuk School (Saboonga)	20002000014			G
Bering Strait Schools	Tukurngailnguq School (Stebbins)	20002000468		C, D-1, & E	
Chatham Schools	Gustavus School	20073000344	A & B		
Chatham Schools	Tenakee Springs School	20073000345	A & B		

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
Chugach Schools	Whittier Community School	20080000372	B		
Copper River Schools	Copper Center School	20007000032	B		
Copper River Schools	Kenny Lake School	20007000036	A		
Copper River Schools	Slana School	20007000583	B		
Denali Borough Schools	Cantwell School	20077000356	A & B		
Fairbanks North Star Borough Schools	Ben Eielson Jr/Sr High School	20060000260	A		
Fairbanks North Star Borough Schools	Crawford Elementary	20060000238	B		
Fairbanks North Star Borough Schools	Chinook Montessori Charter School	20060000162	A		
Fairbanks North Star Borough Schools	Watershed Charter School	20060000742	A		
Haines Borough Schools	Haines High School	20027000639	A & B		
Juneau Borough Schools	Mendenhall River Community School	20021000508	B		
Kashunamiut Schools	Chevak School	20000500582		C & D-1	
Kenai Peninsula Borough Schools	McNeil Canyon Elementary	20039000512	B		
Kenai Peninsula Borough Schools	Cooper Landing School	20039000155	B		
Kenai Peninsula Borough Schools	Homer High School	20039000158	B		
Kenai Peninsula Borough Schools	Nikolaevsk School	20039000164	A		
Kenai Peninsula Borough Schools	Kalifornsky Beach Elementary	20039000539	A		
Kenai Peninsula Borough Schools	William H. Seward Elementary School	20039000169	B		
Kenai Peninsula Borough Schools	Susan B English School	20039000175	A		
Kenai Peninsula Borough Schools	Kachemak Selo School	20039000718	A & B		
Kenai Peninsula Borough Schools	West Homer Elementary	20039000299	A & B		
Kenai Peninsula Borough Schools	Aurora Borealis Charter School	20039000274	A & B		
Kenai Peninsula Borough Schools	Soldotna Montessori Charter School	20039000448	B		
Kenai Peninsula Borough Schools	Kaleidoscope School of Arts & Sciences	20039000463	A & B		
Ketchikan Gateway Borough Schools	Point Higgins School	20015000584	A & B		
Kodiak Island Borough Schools	Chiniak School	20048000181	B		
Kodiak Island Borough Schools	Peterson Elementary	20048000190	A & B		

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
Kodiak Island Borough Schools	Port Lions School	20048000191	A		
Kodiak Island Borough Schools	Danger Bay School	20048000402	B		
Kuspuk Schools	Crow Village Sam School	20076000347			G & H
Kuspuk Schools	Joseph S. & Olinga Gregory Elementary	20076000491			G
Kuspuk Schools	George Morgan Sr. H.S.	20076000665			G & H
Lake and Peninsula Borough Schools	Tanalian School	20048500204	B		
Lower Kuskokwim Schools	Z. John Williams Memorial School	20000100439			G & H
Lower Kuskokwim Schools	Akiuk Memorial School	20000100619			G & H
Lower Kuskokwim Schools	Akula Elitnaurvik School	020000100391			G & H
Lower Kuskokwim Schools	Eek School	020000100392			G
Lower Kuskokwim Schools	Nelson Island Area School	20000100213		C & D-1	
Lower Kuskokwim Schools	Paul T. Albert Memorial School	20000100389		C & D-1	
Lower Kuskokwim Schools	Joann A. Alexie Memorial School	20000100206		C & D-1	
Lower Kuskokwim Schools	Chaputnguak School	20000100209		C & D-1	
Lower Kuskokwim Schools	Chief Paul Memorial School	20000100210		C & D-1	
Lower Kuskokwim Schools	William Miller Memorial School	20000100409		C & D-1	
Lower Kuskokwim Schools	Ayaprun School	20000100440		C	
Lower Kuskokwim Schools	Lewis Angapak Memorial School	20000100406		C & D-1	
Lower Kuskokwim Schools	Anna Tobeluk Memorial School	20000100214		C & D-1	
Lower Yukon Schools	Hooper Bay School	20000300219			G & H
Lower Yukon Schools	Kotlik School	20000300411			G & H
Lower Yukon Schools	Pilot Station School	20000300410			G & H
Lower Yukon Schools	Alakanuk School	020000300216			G & H
Lower Yukon Schools	Ignatius Beans	020000300220			G & H
Mat-Su Borough Schools	Burchell High School	20051000720			G & H
Mat-Su Borough Schools	Glacier View School	20051000225	A & B		
Mat-Su Borough Schools	Pioneer Peak Elementary	20051000565	B		

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
Mat-Su Borough Schools	Willow Elementary	20051000721	B		
Mat-Su Borough Schools	Trapper Creek Elementary	20051000722	B		
Mat-Su Borough Schools	Beryozova School	20051000726	B		
Mat-Su Borough Schools	Meadow Lakes Elementary	20051000416	B		
Mat-Su Borough Schools	Mat-Su Career & Tech Ed High School	20051000731	A		
Mat-Su Borough Schools	Academy Charter School	20051000311	A		
Nome Public Schools	Anvil City Science Academy	20057000323	A		
Northwest Arctic Borough Schools	Aqqaluk High/Noorvik Elementary	20062500302			G & H
Northwest Arctic Borough Schools	McQueen School	20062500300		C & D-1	
Northwest Arctic Borough Schools	Shungnak School	20062500303		C & D-1	
Northwest Arctic Borough Schools	Davis-Ramoth School	20062500394		C & D-1	
Pribilof Schools	St George School	20067000307	B		
Sitka Borough Schools	Pacific High School	20024000035			G & H
Skagway Schools	Skagway School	20069000310	A & B		
Southeast Island Schools	Howard Valentine Coffman Cove School	20070000314	A		
Southeast Island Schools	Thorne Bay School	20070000326	A		
Southeast Island Schools	Whale Pass School	20070000526	B		
Southeast Island Schools	Port Alexander School	20070000322	A & B		
Southeast Island Schools	Hollis School	20070000484	A & B		
Southeast Island Schools	Port Protection School	20070000617	A & B		
Southwest Region Schools	Togiak School	20071000338			G & H
Unalaska City Schools	Eagle's View Elementary School	20072000340	A		
Unalaska City Schools	Unalaska Jr/Sr High School	20072000661	A & B		
Yukon Flats Schools	Arctic Village School	20077500358			G & H
Yukon Flats Schools	John Fredson School	20077500366			G & H
Yukon Flats Schools	Stevens Village School	20077500365			G & H
Yukon-Koyukuk Schools	Allakaket School	20086200377			G & H

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
Yukon-Koyukuk Schools	Kaltag School	20086200381			G & H
Yukon-Koyukuk Schools	Gladys Dart School	20086200383	A		
Yupiit Schools	Akiak School	20000400624			G & H
Yupiit Schools	Akiachak School	20000400579		C & D-1	
Yupiit Schools	Tuluksak School	20000400623		C & D-1	
TOTAL # of Schools:			63	16	29

Total # of Title I schools in the State: 287

Total # of Title I-participating high schools in the State with graduation rates less than 60%: 70*

(*Most of these are K-12 schools; AK only has 8 Title I participating high schools with grades 9-12. Of those, 3 have graduation rates less than 60%.)

Key	
<p><u>Reward School Criteria:</u></p> <p>A. Highest-performing school</p> <p>B. High-progress school</p> <p><u>Priority School Criteria:</u></p> <p>C. Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the “all students” group</p> <p>D-1. Title I-participating high school with graduation rate less than 60% over a number of years</p> <p>D-2. Title I-eligible high school with graduation rate less than 60% over a number of years</p> <p>E. Tier I or Tier II SIG school implementing a school intervention model</p>	<p><u>Focus School Criteria:</u></p> <p>F. Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate</p> <p>G. Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate</p> <p>H. A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school</p>

Alaska Statutes related to Teacher & Principal Evaluation

Title 14. Education, Libraries, and Museums.

Article 2 Employment and Tenure

Sec. 14.20.149. Employee evaluation.

(a) A school board shall adopt a certificated employee evaluation system for evaluation and improvement of the performance of the district's teachers and administrators. The evaluation system applies to all the district's certificated employees except the district's superintendent. A school board shall consider information from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators in the design and periodic review of the district's certificated employee evaluation system. An evaluation of a certificated employee under this section must be based on observation of the employee in the employee's workplace.

(b) The certificated employee evaluation system must

- (1) establish district performance standards for the district's teachers and administrators that are based on professional performance standards adopted by the department by regulation;
- (2) require at least two observations for the evaluation of each nontenured teacher in the district each school year;
- (3) require at least an annual evaluation of each tenured teacher in the district who met the district performance standards during the previous school year;
- (4) permit the district to limit its evaluations of tenured teachers who have consistently exceeded the district performance standards to one evaluation every two school years;
- (5) require the school district to perform an annual evaluation for each administrator;
- (6) require the school district to prepare and implement a plan of improvement for a teacher or administrator whose performance did not meet the district performance standards, except if the teacher's or administrator's performance warrants immediate dismissal under AS 14.20.170(a); and
- (7) provide an opportunity for students, parents, community members, teachers, and administrators to provide information on the performance of the teacher or administrator who is the subject of the evaluation to the evaluating administrator.

(c) A person may not conduct an evaluation under this section unless the person holds a type B certificate or is a site administrator under the supervision of a person with a type B certificate, is employed by the school district as an administrator, and has completed training in the use of the school district's teacher evaluation system.

(d) Once each school year, a school district shall offer in-service training to the certificated employees who are subject to the evaluation system. The training must address the procedures of the evaluation system, the standards that the district uses in evaluating the performance of teachers and administrators, and other information that the district considers helpful.

(e) A school district shall provide a tenured teacher whose performance, after evaluation, did not meet the district performance standards with a plan of improvement. The evaluating administrator shall consult with the tenured teacher in setting clear, specific performance expectations to be included in the plan of improvement. The plan of improvement must address ways in which the tenured teacher's performance can be improved and shall last for not less than 90 workdays and not more than 180 workdays unless the minimum time is shortened by agreement between the evaluating administrator and the teacher. The plan of improvement shall be based on the professional performance standards outlined in the locally adopted school district evaluation procedure. The school district must observe the teacher at least twice during the course of the plan. If, at the conclusion of the plan of improvement, the tenured teacher's performance again does not meet the district performance standards, the district may nonretain the teacher under [AS 14.20.175](#) (b)(1).

(f) A school district may place an administrator who has previously acquired tenure, whose performance, including performance as an evaluator under the district's certificated employee evaluation system, does not meet the district performance standards on a plan of improvement. The plan must address ways in which the administrator's performance can be improved and shall last for not less than 90 workdays and not more than 210 workdays unless the minimum time is shortened by agreement between the evaluating administrator and the administrator being evaluated. The school district must observe the administrator being evaluated at least twice during the course of the plan. If, at the conclusion of the plan of improvement, the administrator's performance again does not meet the district performance standards, the district may terminate its employment contract with the administrator. This subsection does not restrict the right of a school district to reassign an administrator to a teaching position consistent with the terms of an applicable collective bargaining agreement.

(g) The department may request copies of each school district's certificated employee evaluation system and changes the district makes to the systems.

(h) Information provided to a school district under the school district's certificated employee evaluation system concerning the performance of an individual being evaluated under the system is not a public record and is not subject to disclosure under AS 40.25. However, the individual who is the subject of the evaluation is entitled to a copy of the information and may waive the confidentiality provisions of this subsection concerning the information

Sec. 14.20.170. Dismissal.

(a) A teacher, including a teacher who has acquired tenure rights, may be dismissed at any time only for the following causes:

(1) incompetency, which is defined as the inability or the unintentional or intentional failure to perform the teacher's customary teaching duties in a satisfactory manner;

(2) immorality, which is defined as the commission of an act that, under the laws of the state, constitutes a crime involving moral turpitude; or

(3) substantial noncompliance with the school laws of the state, the regulations or bylaws of the department, the bylaws of the district, or the written rules of the superintendent.

(b) A teacher may be suspended temporarily with regular compensation during a period of investigation to determine whether or not cause exists for the issuance of a notification of dismissal according to AS 14.20.180 .

(c) A teacher who is dismissed under this section is not entitled to a plan of improvement under AS 14.20.149 .

Sec. 14.20.175. Nonretention.

(a) A teacher who has not acquired tenure rights is subject to nonretention for the school year following the expiration of the teacher's contract for any cause that the employer determines to be adequate. However, at the teacher's request, the teacher is entitled to a written statement of the cause for nonretention. The boards of city and borough school districts and regional educational attendance areas shall provide by regulation or bylaw a procedure under which a nonretained teacher may request and receive an informal hearing by the board.

(b) A teacher who has acquired tenure rights is subject to nonretention for the following school year only for the following causes:

(1) the school district demonstrates that

(A) the district has fully complied with the requirements of AS 14.20.149 with respect to the tenured teacher;

(B) the teacher's performance, after completion of the plan of improvement, failed to meet the performance objectives set out in the plan; and

(C) the evaluation of the teacher established that the teacher does not meet the district performance standards;

(2) immorality, which is defined as the commission of an act that, under the laws of the state, constitutes a crime involving moral turpitude; or

(3) substantial noncompliance with the school laws of the state, the regulations or bylaws of the department, the bylaws of the district, or the written rules of the superintendent.

Sec. 14.20.210. Authority of school board or department to adopt bylaws.

A school board or the department may adopt teacher tenure bylaws not in conflict with the regulations of the department or state law.

Sec. 14.20.215. Definitions.

In AS 14.20.010 - 14.20.215,

- (1) "continuous employment" means employment that is without interruption except for temporary absences approved by the employer or its designee, or except for the interval between consecutive school terms if the teacher is employed only for the months of the school term;
- (2) "dismissal" means termination by the employer of the contract services of the teacher during the time a teacher's contract is in force, and termination of the right to the balance of the compensation due the teacher under the contract;
- (3) "district performance standards" means evaluation criteria for the district's teachers and administrators that are adopted by a school district under AS 14.20.149 and that are based on the professional performance standards adopted by the department;
- (4) "employer" means the school board or superintendent that appoints the teacher;
- (5) "nonretention" means the election by an employer not to reemploy a teacher for the school year or school term immediately following the expiration of the teacher's current contract;
- (6) "school year" includes "school term" if the teacher is employed only for the period of the school term;
- (7) "teacher" means an individual who, for compensation, has primary responsibility to plan, instruct, and evaluate learning of elementary or secondary school students in the classroom or an equivalent setting and also includes individuals holding other positions as determined by the department by regulation.

Regulations related to Teacher & Principal Evaluation

4 AAC 04.200. Professional content and performance standards

(a) The provision contained in subsections (b), (c), (e) and (f) of this section identify and describe content and performance standards that reflect the highest abilities and qualities of the teaching profession. The paragraphs within each of those subsections describe the content standards for teachers, and for teachers who are administrators, as applicable. The subparagraphs within those paragraphs identify performance standards upon which districts shall base district performance standards.

(b) The following content and performance standards apply to a teacher:

(1) A teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice. Performances that reflect attainment of this standard include

(A) engaging in thoughtful and critical examination of the teacher's practice with others, including describing the relationship of beliefs about learning, teaching, and assessment practice to current trends, strategies, and resources in the teaching profession; and

(B) demonstrating consistency between a teacher's beliefs and the teacher's practice.

(2) A teacher understands how students learn and develop, and applies that knowledge in the teacher's practice. Performances that reflect attainment of this standard include

(A) accurately identifying and teaching to the developmental abilities of students; and

(B) applying learning theory in practice to accommodate differences in how students learn, including accommodating differences in student intelligence, perception, and cognitive style.

(3) A teacher teaches students with respect for their individual and cultural characteristics. Performances that reflect attainment of this standard include

(A) incorporating characteristics of the student's and local community's culture into instructional strategies that support student learning;

(B) identifying and using instructional strategies and resources that are appropriate to the individual and special needs of students; and

(C) applying knowledge of Alaska history, geography, economics, governance, languages, traditional life cycles and current issues to the selection of instructional strategies, materials, and resources.

(4) A teacher knows the teacher's content area and how to teach it. Performances that reflect attainment of this standard include

(A) demonstrating knowledge of the academic structure of the teacher's content area, its tools of inquiry, central concepts, and connections to other domains of knowledge;

(B) identifying the developmental stages by which learners gain mastery of the content area, applying appropriate strategies to assess a student's stage of learning in the subject, and applying appropriate strategies, including collaborating with others, to facilitate students' development;

(C) drawing from a wide repertoire of strategies, including, where appropriate, instructional applications of technology, and adapting and applying these strategies within the instructional context;

(D) connecting the content area to other content areas and to practical situations encountered outside the school; and

(E) staying current in the teacher's content area and demonstrating its relationship with and application to classroom activities, life, work, and community.

(5) A teacher facilitates, monitors, and assesses student learning. Performances that reflect attainment of this standard include

(A) organizing and delivering instruction based on the characteristics of the students and the goals of the curriculum;

(B) creating, selecting, adapting, and using a variety of instructional resources to facilitate curricular goals and student attainment of performance standards and grade level expectations;

(C) creating, selecting, adapting, and using a variety of assessment strategies that provide information about and reinforce student learning and that assist students in reflecting on their own progress;

(D) organizing and maintaining records of students' learning and using a variety of methods to communicate student progress to students, parents, administrators, and other appropriate audiences; and

(E) reflecting on information gained from assessments and adjusting teaching practice, as appropriate, to facilitate student progress toward learning and curricular goals.

(6) A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members. Performances that reflect attainment of this standard include

(A) creating and maintaining a stimulating, inclusive, and safe learning community in which students take intellectual risks and work independently and collaboratively;

(B) communicating high standards for student performance and clear expectations of what students will learn;

(C) planning and using a variety of classroom management techniques to establish and maintain an environment in which all students are able to learn; and

(D) assisting students in understanding their role in sharing responsibility for their learning.

(7) A teacher works as a partner with parents, families, and the community. Performances that reflect attainment of this standard include

(A) promoting and maintaining regular and meaningful communication between the classroom and students' families;

(B) working with parents and families to support and promote student learning;

(C) participating in schoolwide efforts to communicate with the broader community and to involve parents and families in student learning;

(D) connecting, through instructional strategies, the school and classroom activities with student homes and cultures, work places, and the community; and

(E) involving parents and families in setting and monitoring student learning goals.

(8) A teacher participates in and contributes to the teaching profession. Performances that reflect attainment of this standard include

(A) maintaining a high standard of professional ethics;

- (B) maintaining and updating both knowledge of the teacher's content area or areas and best teaching practice;
- (C) engaging in instructional development activities to improve or update classroom, school, or district programs; and
- (D) communicating, working cooperatively, and developing professional relationships with colleagues.

(c) In addition to the content and performance standards set out in (b) of this section, the following content and performance standards apply to a teacher who is an administrator in the public schools:

(1) An administrator provides leadership for an educational organization. Performances that reflect attainment of this standard include

- (A) working with and through individuals and groups;
- (B) facilitating teamwork and collegiality, including treating staff as professionals;
- (C) providing direction, formulating plans and goals, motivating others, and supporting the priorities of the school in the context of community and district priorities and staff and student needs;
- (D) focusing on high priority issues related to student learning and staff competence;
- (E) recognizing and acknowledging outstanding performance;
- (F) solving or convening others to solve problems and making sound judgments based on problem analysis, best practice, and district goals and procedures;
- (G) prioritizing and using resources effectively to accomplish organizational goals through planning, involving others, delegating, and allocating resources sufficiently to priority goals;
- (H) taking action to carry out plans and accomplish goals; and
- (I) maintaining the administrator's own professional goals.

(2) An administrator guides instruction and supports an effective learning environment. Performances that reflect attainment of this standard include

- (A) supporting the development of a schoolwide climate of high expectations for student learning and staff performance;
- (B) ensuring that effective instructional methods are in use;

- (C) maintaining school or program-level records of student learning and communicating students' progress to the appropriate individuals or entities;
 - (D) developing and supporting instructional and auxiliary programs for the improvement of teaching and learning; and
 - (E) facilitating the establishment of effective learning environments.
- (3) An administrator oversees the implementation of curriculum. Performances that reflect attainment of this standard include
- (A) demonstrating knowledge of current major curriculum design models, including a standards-based curriculum;
 - (B) interpreting school district curricula in terms of school-level organization and program;
 - (C) facilitating staff's alignment of materials, curricula, methods, and goals and standards for student performance; and
 - (D) monitoring social and technological developments as they affect curriculum.
- (4) An administrator coordinates services that support student growth and development. Performances that reflect attainment of this standard include
- (A) implementing and overseeing student behavior and discipline procedures that promote the safe and orderly atmosphere of the school;
 - (B) providing for student guidance, counseling, and auxiliary services;
 - (C) coordinating outreach for students, staff and school programs, community organizations, agencies and services;
 - (D) being responsive to parent and family requests for information, involvement in student learning, and outreach assistance;
 - (E) supporting the development and use of programs that connect schooling with plans for adult life; and
 - (F) supporting the development and overseeing the implementation of a comprehensive program of student activities.
- (5) An administrator provides for staffing and professional development to meet student learning needs. Performances that reflect attainment of this standard include
- (A) supervising or arranging for the supervision of staff for the purpose of improving their performance, demonstrating the ability to apply, as appropriate, both collegial and hierarchical models;

- (B) working with faculty and staff to identify individual and group professional needs and to design appropriate staff development opportunities;
 - (C) evaluating staff for the purpose of making recommendations about retention and promotion; and
 - (D) participating in the hiring of new staff based upon needs of the school and district priorities.
- (6) An administrator uses assessment and evaluation information about students, staff, and the community in making decisions. Performances that reflect attainment of this standard include
- (A) developing tools and processes to gather needed information from students, staff, and the community;
 - (B) using information to determine whether student, school, or program goals have been met and implementing changes where appropriate;
 - (C) interpreting assessment information and evaluations for others; and
 - (D) relating programs to desired standards or goals.
- (7) An administrator communicates with diverse groups and individuals with clarity and sensitivity. Performances that reflect attainment of this standard include
- (A) communicating clearly, effectively, and with sensitivity to the needs and concerns of others, both orally and in writing;
 - (B) obtaining and using feedback to communicate more effectively;
 - (C) recognizing the influence of culture on communication style and communicating with sensitivity to cultural differences; and
 - (D) communicating a positive image of the school in the community.
- (8) An administrator acts in accordance with established laws, policies, procedures, and good business practices. Performances that reflect attainment of this standard include
- (A) acting in accordance with federal and state statutes, regulations, and other law;
 - (B) working within local policy, procedures, and directives; and
 - (C) administering contracts and financial accounts responsibly, accurately, efficiently, and effectively.
- (9) An administrator understands the influence of social, cultural, political, and economic forces on the educational environment and uses this knowledge to serve the needs of

children, families, and communities. Performances that reflect attainment of this standard include

- (A) acting with awareness that schools exist in a political environment and are affected by other systems with which they intersect and interact;
- (B) identifying relationships between public policy and education;
- (C) recognizing the appropriate level at which an issue should be resolved, including home, classroom, building, and district levels, and taking appropriate action;
- (D) engaging in and supporting efforts to affect public policy to promote quality education for students;
- (E) addressing ethical issues that arise in the educational environment, acting with care and good judgment within appropriate time frames; and
- (F) enlisting public participation in and support for school programs, student achievement, and the schoolwide climate for learning.

(10) An administrator facilitates the participation of parents and families as partners in the education of children. Performances that reflect attainment of this standard include

- (A) supporting and respecting the responsibilities of parents and families, recognizing the variety of parenting traditions and practices in the community;
- (B) ensuring that teachers and staff engage parents and families in assisting student learning;
- (C) maintaining a school or program climate that welcomes parents and families and invites their participation; and
- (D) involving parents and community in meaningful ways in school or program decision-making.

(d) Nothing in this section requires an educator to disclose information or communicate about students to others if disclosure or communication is otherwise prohibited by law.

(e) The content and performance standards that apply to a beginning teacher for purposes of completion of a teacher preparation program include the standards described in the *Guidelines for Preparing Culturally Responsive Teachers for Alaska's Schools*, published by the Alaska Native Knowledge Network, revised as of February 2, 1999, and adopted by reference, and the following:

(1) A beginning teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice. Performances that reflect attainment of this standard include

- (A) stating a personal philosophy of education supported by research, professional literature, and experience with students;
- (B) identifying teaching practices that are consistent or inconsistent with the teacher's personal philosophy of education; and
- (C) demonstrating teaching practices that represent the teacher's philosophy of education.

(2) A beginning teacher understands how students learn and develop and applies that knowledge in the teacher's practice. Performances that reflect attainment of this standard include

- (A) identifying the abilities of students based on a developmental continuum through formal and informal assessment, including observation, documentation, developmental profiles required under 4 AAC 06.712, and state standards-based assessments under 4 AAC 06.737;
- (B) providing instructional opportunities to meet the needs of students based on
 - (i) theories of learning and motivation; and
 - (ii) the individual and special needs of students, including students with different learning styles, students at different stages of development, students with disabilities, limited English proficient students, and gifted students.

(3) A beginning teacher teaches students with respect for their individual and cultural characteristics. Performances that reflect attainment of this standard include

- (A) making connections with local cultures and with the individual and cultural characteristics of the students to promote learning;
- (B) using resources and information about the community and the state in planning and delivery of instruction;
- (C) recognizing and minimizing bias in instructional materials and practice;
- (D) using culturally appropriate communication, instructional strategies, and ways of knowing, and using knowledge of the cultural standards adopted by reference in 4 AAC 04.180 in practice; and

- (E) identifying and using instructional strategies and resources that are appropriate to the individual and special needs of students.
- (4) A beginning teacher knows the teacher's content area and how to teach it. Performances that reflect attainment of this standard include
- (A) identifying the connections in instructional plans to the
 - (i) student content and performance standards adopted by reference in 4 AAC 04.150; and
 - (ii) district curriculum; and
 - (B) developing and teaching lessons or units that demonstrate
 - (i) accurate and current knowledge of the content;
 - (ii) instructional strategies that are suited to teaching the content area, integrating technology where appropriate;
 - (iii) consideration of students' developmental stages of content mastery using an analysis of various qualitative and quantitative assessment data;
 - (iv) a variety of teaching strategies that encourage students' development of critical thinking, problem solving, creativity, and performance skills; and
 - (v) connections across disciplines that enable students to apply their content knowledge and process skills to real world situations.
- (5) A beginning teacher facilitates, monitors, and assesses student learning. Performances that reflect attainment of this standard include
- (A) teaching lessons based on
 - (i) the student content and performance standards adopted by reference in 4 AAC 04.150;
 - (ii) the district curriculum; and
 - (iii) individual and special needs of students;
 - (B) selecting appropriate assessments that measure what students know, understand, and are able to do;
 - (C) analyzing and using data from formative, interim, and summative assessments to guide instruction and planning;
 - (D) identifying and using a variety of instructional strategies and resources that are appropriate to the individual and special needs of students, including students with disabilities, limited English proficient students, and gifted students;

- (E) assisting students to reflect on their own progress using assessment data;
 - (F) using a record keeping system to monitor and report student progress and attendance; and
 - (G) communicating ongoing student progress in a timely manner to students, parents, administrators, and other appropriate audiences.
- (6) A beginning teacher creates and maintains a learning environment in which all students are actively engaged and contributing members. Performances that reflect attainment of this standard include
- (A) creating and maintaining a learning environment that is physically, emotionally, and intellectually safe;
 - (B) establishing a culture of learning for all students by
 - (i) setting clear expectations of high standards for student performance;
 - (ii) promoting pride in student accomplishments;
 - (iii) teaching students to be responsible for their individual and collaborative learning and decision-making;
 - (iv) promoting respect for individual differences; and
 - (v) responding appropriately to student behavior; and
 - (C) implementing routines, procedures, scheduling, a classroom physical arrangement, and other elements of a classroom management plan that
 - (i) establishes an environment in which students are actively engaged, contributing members;
 - (ii) establishes an environment in which time is managed for maximum learning, by means of transitions, pacing, administrative procedures, and other time management techniques; and
 - (iii) includes a discipline plan incorporating district, school, and classroom standards of behavior.
- (7) A beginning teacher works as a partner with parents, families, and the community. Performances that reflect attainment of this standard include
- (A) promoting regular communication between the classroom and students' families;
 - (B) participating in schoolwide efforts, if available, that involve families and the public in the school community;

(C) relating curriculum to local lifestyles, using culturally relevant lesson plans, using local experts, local artists, and field trips, and using other instructional strategies that connect classroom activities with students' cultures and families and with the local community; and

(D) providing parents and families the opportunity to set and monitor student learning goals.

(8) A beginning teacher participates in and contributes to the teaching profession. Performances that reflect attainment of this standard include

(A) complying with 20 AAC 10.020 (code of ethics and teaching standards), and explaining how it impacts decision-making;

(B) committing to continuous professional growth by

(i) setting professional goals based on identified strengths, weaknesses, and feedback from colleagues, supervisors, administrators, mentors, and other professionals;

(ii) reflecting upon the teacher's own teaching practices, including progress towards goals; and

(iii) pursuing certification advancement, professional organization affiliation, district in-services, or other professional development opportunities;

(C) working cooperatively with colleagues, supervisors, administrators, mentors, and other professionals;

(D) demonstrating compliance with federal, state, district, and school laws, regulations, policies, procedures, and schedules; and

(E) considering feedback from colleagues, supervisors, administrators, mentors, and other professionals.

(f) In addition to the provisions of (b) and (e) of this section, the *Cultural Standards for Educators* contained in the publication *Alaska Standards for Culturally Responsive Schools*, published by the Alaska Native Knowledge Network, revised as of February 3, 1998, and adopted by reference, apply to teachers, including teachers who are administrators.

History: Eff. 12/17/94, Register 132; am 4/20/97, Register 142; am 3/15/2007, Register 181; am 9/12/2008, Register 187; am 2/4/2011, Register 197

Authority: AS 14.03.015 AS 14.07.020 AS 14.07.060 AS 14.20.010 AS 14.20.020

Editor's note: Copies of the *Guidelines for Preparing Culturally Responsive Teachers for Alaska's School* and the *Cultural Standards for Educators* adopted by reference in 4 AAC 04.200 may be obtained by writing to the Department of Education and Early Development, 801 West 10th Street, Suite 200, P.O.Box 110500, Juneau, Alaska 99811-0500.

4AAC 04.205. District performance standards

- (a) Teacher performance standards established by a district must be based on the standards set out at 4 AAC 04.200.
- (b) A district shall establish performance standards for each of the professional content standards set out at 4 AAC 04.200. In establishing its performance standards, a district shall discuss each of the performance standards set out at 4 AAC 04.200 that reflect attainment of each professional content standard. A district may
- (1) establish a performance standard set out at 4 AAC 04.200 as one of its performance standards;
 - (2) modify a performance standard set out at 4 AAC 04.200 to accommodate district goals and priorities;
 - (3) combine performance standards set out at 4 AAC 04.200 to create broader performance standards; and
 - (4) provide additional or alternative performance standards to accommodate district goals and priorities.
- (c) A teacher evaluation system adopted by a district may
- (1) provide a variety of assessment strategies;
 - (2) recognize a variety of evidence of performance of a standard; and
 - (3) recognize a variety or continuum of levels of skill acquisition and require more experienced teachers to perform at a higher level than those with less experience.
- (d) Performance standards established by a district shall be interpreted and applied in the context of the job requirements of the teacher being evaluated.

History: Eff. 4/20/97, Register 142

Authority: AS 14.03.015 AS 14.07.020 AS 14.07.060 AS 14.20.010 AS 14.20.020

4 AAC 19 Evaluation of Professional Employees

4 AAC 19.010. Purpose of evaluations

Evaluation of the performance of professional employees of each school district shall be directed toward improving the quality of instruction and facilitating the learning process in the public schools. Additionally, formal evaluations shall serve as a method for gathering data relevant to subsequent employment status decisions pertaining to the person evaluated.

History: Eff. 8/30/75, Register 55

Authority: AS 14.07.020 AS 14.07.060

4 AAC 19.015. Evaluation form to be available

A district shall make a copy of a form, template, or checklist that the district uses in the evaluation of certificated employees available to the public, including posting the form, template, or checklist on the district's website. The posting shall make clear how the district has considered information from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators in the design of the district's certificated employee evaluation system, as required under AS 14.20.149 .

History: Eff. 9/2/2011, Register 199

Authority: AS 14.07.060

4 AAC 19.020. Scope of evaluation

The evaluation should emphasize such factors as teaching or administrative skills, processes and techniques and interpersonal relationships with students, parents, peers and supervisors, as well as those additional factors which the school district considers relevant to the effective performance of its professional employees. The standards for performance must be measurable and relevant.

History: Eff. 8/30/75, Register 55

Authority: AS 14.07.020 AS 14.07.060

4 AAC 19.030. Method for evaluating professional employees

(a) Formal written evaluation of professional employees of each school district must be made at least once per contract year for each certificated staff member, without regard to tenured or nontenured status, including teacher evaluation of principals and other administrators.

(b) An acknowledgment of content signed by both the evaluator and the person evaluated must appear on all formal evaluations. The person evaluated must be informed that he has the right to review each written evaluation prior to its final submission and comment in writing on any matter contained in it and that he may, at his request, retain the evaluation for a reasonable amount of time, but not less than 24 hours, for the purpose of reviewing and commenting upon it. The fact that a person evaluated exercises his right to comment on his evaluation in the manner described may not be used against him. Failure to submit written comments by a person evaluated prior to his acknowledgment of the evaluation constitutes a waiver of this right.

(c) The evaluation may include information other than specific observations of the evaluator. Districts may adopt procedures whereby input such as students "evaluation of teachers,

principals" evaluation of administrators, peer and self-evaluation are utilized. The evaluation must clearly indicate that this kind of information has been used and clearly identify the source of the information.

(d) The evaluation must be approved by a person who possesses an administrative certificate issued under 4 AAC 12.345.

History: Eff. 8/30/75, Register 55; am 1/12/83, Register 85; am 9/29/2005, Register 175

Authority: AS 14.07.020 AS 14.07.060

4 AAC 19.040. Use of the evaluation

(a) Neither the formal evaluation document, nor any notes, comments, or other information used in its preparation is a matter of public record.

(b) The evaluation may be reviewed upon demand at reasonable times by the person evaluated or some other person designated in writing by the person evaluated.

(c) Each school district shall establish procedures as to which supervisory personnel may have access to the evaluation documents.

(d) Unless mutually agreed otherwise by both the person evaluated and the school board (or its designee), no portion of an evaluation may be made public, except as evidence in a proceeding relative to an evaluated person's certification or employment, or as otherwise allowed or required by a court of law.

History: Eff. 8/30/75, Register 55

Authority: AS 14.07.020 AS 14.07.060

4 AAC 19.050. Development of local evaluation procedures

(a) Responsibility for evaluation of the performance of professional employees rests with the individual school district. To this end, each school board shall develop and adopt procedures for evaluation of its professional employees. These procedures must be consistent with the standards and guidelines set out in this chapter, as well as other relevant provisions of federal or state law and regulations.

(b) Prior to final adoption, the local procedures must be submitted to the department for review.

(c) Each school district in the state, whether or not it has previously adopted evaluation procedures, shall submit current procedures to the department for review no later than July 1, 1976.

(d) Each school district is encouraged to invite, obtain, and consider community input, including that of students, parents, teachers, and administrators, in the design of the procedure and content for evaluation.

History: Eff. 8/30/75, Register 55

Authority: AS 14.07.020 AS 14.07.060

4 AAC 19.060. Evaluation training

Each school district shall provide in-service training in evaluative techniques for all certificated staff.

History: Eff. 8/30/75, Register 55

Authority: AS 14.07.020 AS 14.07.060

Acronyms and other usage

AA-AAS: Alternate assessments based on alternate achievement standards

AAC: Alaska Administrative Code, the State regulations

AACP: Alaska Administrator Coaching Project

ACT College entrance examination

AKLN: Alaska's Learning Network

AKSPIP: Alaska State Performance Incentive Program

Alaska STEPP: Steps Toward Educational Progress and Partnership

Alaska's career-and college-ready standards: The Alaska Standards in English/Language Arts and Mathematics for grades kindergarten through 12, adopted in June 2012

AMO: Annual Measureable Objective

AN/AI: Alaska Native/American Indian

APS: Alaska Performance Scholarship

ASPI: Alaska School Performance Index

AYP: Adequate Yearly Progress

CCSS: Common Core State Standards

CCSSO: Council of Chief State School Officers

COP: Committee of Practitioners

CTE: Career and Technical Education

ECD: Economically disadvantaged

EED: Alaska Department of Education & Early Development

EL: English learners, also known as English language learners

ELA: English/language arts

ELP: English language proficiency

EM: Elementary and middle school grade levels

ESEA: The Elementary and Secondary Education Act

FAY: Full academic year

HS: high school grade levels

IHE: institution of higher education

LEP: Limited English proficient

NCLB: No Child Left Behind

NCSC: National Center and State Collaborative

NEA-Alaska: National Education Association-Alaska

OSEP: The federal Office of Special Education Programs

RAPPS: Rural Alaska Principal Preparation and Support

SAT: College entrance examination

SBA: Alaska’s standards-based assessments in reading, writing and math

SES: Supplemental Educational Services

SIG: Federally funded School Improvement Grants

SBAC: Smarter Balanced Assessment Consortium

SPDG: State Personnel Development Grant

SSOS: EED’s State System of Support to schools and districts

“State” in caps: The Alaska state government

“state” lower-case: The geographic and political entity

State Board: The Alaska State Board of Education & Early Development

SWD: Students with disabilities

TAC: Alaska’s Technical Advisory Committee for assessments

TQWG: Teacher Quality Working Group

USED: U.S. Department of Education

WIDA: World-Class Instructional Design and Assessment Consortium

WK: WorkKeys assessments

Alaska Department of Education & Early Development
Title I Committee of Practitioners Meeting

Captain Cook Hotel, Anchorage

April 18, 2012

3:00 - 4:30 PM

Committee Members Present

Ray Alstrom, School Board member, Lower Yukon School District

Kerry Boyd, Superintendent, Yukon-Koyukuk School District

Sandy Miller, Federal Programs Coordinator, Kenai Peninsula School District

Therese Ashton, Federal Programs Coordinator, Wrangell School District

Steve Doerksen, Federal Programs Coordinator, Kodiak School District

Vernon Campbell, Director of Accountability/School Improvement, Anchorage School District

Michael Webb, Title I Principal, Anchorage School District

LeeAnn Tyree, Federal Programs Coordinator, Northwest Arctic School District

Ted Wilson, Title I Principal, Juneau School District

Sharay Samuel, parent, Anchorage School District

Jenny Burr*, Title I Teacher, Delta-Greeley School District

Amanda Angaiak*, Private School Administrator, Immaculate Conception School, Fairbanks

Daniel Walker*, Assistant Superintendent, Lower Kuskokwim School District

*attended via phone

Absent:

Doug Walrath, Vocational Educator, Bering Strait School District

EED Staff members present:

Margaret MacKinnon, Title I/ESEA Administrator

Sheila Box, Title I/SES/Choice Program Manager

Angela Love, Title I/School Improvement Program Manager

Kay Holmes, Title I/N&D/Homeless Program Manager

Pattie Adkisson, Title I/Title III Program Manager

Jousette McKeel, Title I/Migrant Program Manager

Margaret MacKinnon opened the meeting at 3:00 PM.

Proposed Alaska Standards-Regulations open for public comment (4 AAC 04.140, 150, 180)

Margaret MacKinnon, Title I/ESEA Administrator, gave an overview PowerPoint presentation of the proposed Alaska English/Language Arts and Mathematics Standards. The overview presented the rationale for the need for new standards, the process for creating and reviewing the standards, and an overview of the changes from the current standards to the new standards. The proposed standards are scheduled for adoption at the June 8 State Board of Education meeting.

Committee questions & discussion on the proposed standards:

Question: We had a presentation on the proposed standards at our district. Staff noticed that there are small differences between the common core standards adopted by other states and the proposed Alaska standards. Why didn't Alaska just adopt the common core? Answer: There was a requirement for states that adopted the common core standards to take them in their entirety without changing anything in the standards. Alaska wanted to be able to adopt standards of equal rigor, but have some flexibility in addressing specific Alaska needs.

Question: This won't start until 2016? Answer: Training will start once proposed standards are adopted. There will be a plan for transition to the new standards over the next few years, but students will not be assessed on the new standards until spring 2016.

Question: Will teachers be transitioning to new standards this year? How will that affect the reliability of the SBAs? Answer: Margaret gave a brief overview of requirements for a waiver from ESEA and discussed how some other states are proposing professional development to transition teachers/students to the new standards. Alaska has begun the plans for transition by making presentations on the proposed standards in outreach to districts and will be further developing the plan for professional development and transition to the new standards.

Question: Is the state going to create its own assessments? Answer: That has not been decided at this point. The current assessment contract expires with the 2014-2015 assessments. The new assessments will be aligned with the new standards.

Question: What is the biggest difference between the common core standards and what the state is proposing? Answer: They are pretty similar. Alaska will also recommend that the cultural standards are included.

Comment (from a member of the standards committee): Math is much more rigorous in middle school.

Comment: NW Arctic district has done a comparison. It is going to be very important for teachers to understand the new standards so that students will be ready for the assessment. PD will be vital.

Comment: PD is going to be very important. How will a school implement? Will look at the current assessment and then go from there.

Margaret asked the members what kind of support from the state will be necessary to make the transition.

Comment: Maybe a common formative assessment for all teachers to use and understand would be helpful.

Comment: The math is going to be a big shift. Maybe the state could supply videos of teachers teaching new standards so that they could have that support.

Comment: ASD really encourages the state to really look at the comment being sent into the state. He clarified that he is not the spokesperson for the district on the standards, but his understanding is that ASD is adopting common core because they felt like the common core component of showing what things "look like" across the content areas was important. Common core standards had greater

clarity...felt that when they read them they knew exactly what the student was expected to do. The district was concerned with their capacity to adopt curriculum materials from publishers knowing that materials are being created for states across the country that have adopted the common core standards.

Comment: It sounds like coherency and alignment is included. Will a reliable formative assessment be aligned to the new SBA so that teachers can have an idea of how their kids will do on the new assessment?

Comment: She has been thinking about this for years and is wondering if her board is aware of the new proposed standards.

Comment: Math is a huge shift and she is concerned about the assessment piece of the language arts. How do you move away from "checking the box" to a true assessment?

Comment: Professional development for teachers is going to be a must.

Other members had no comment at this time or similar comments to those already expressed.

Report from Teacher Quality Working Group on Teacher & Principal Evaluations

Margaret MacKinnon summarized the report from the Teacher Quality Working Group (TQWG) on Teacher and Principal Evaluations that was presented in the State Board of Education (SBOE) meeting packet in March. The TQWG expects to present proposed regulations to the board at the June 8 meeting. The anticipated plan is for the SBOE to put the regulations out for public comment through November 2012, with adoption scheduled for December 2012. While the TQWG is finalizing its recommendations, they expect to include these key elements: districts will revise their current teacher and administrator evaluation frameworks or select a research-based model to use; a component of measuring growth in student learning will be incorporated; each teacher and administrator will receive an overall rating in one of 4 levels; feedback from the evaluation process will be used to inform professional growth and development of teachers and administrators.

ESEA Flexibility Waiver Requirements

Margaret gave a PowerPoint presentation on ESEA Flexibility Waivers. The waivers have been offered by the US Department of Education to allow states to waive certain provisions of the No Child Left Behind Act such as the targets that require all students to be proficient by 2013-2014 and the consequences of school improvement, corrective action and restructuring. In exchange for waiving these provisions of NCLB, the state would submit a waiver that includes the following provisions in three key principles: 1) adopt rigorous college and career ready standards in language arts and math and create a plan to transition to the new standards and new assessments aligned to the standards; 2) create a state-developed differentiated accountability system for all schools that includes ambitious but achievable targets in language arts and math, incentives and supports for all Title I schools, and rigorous interventions and supports for the lowest performing schools and the schools with the greatest achievement gaps; and 3) supporting effective instruction and leadership by creating state guidelines for teacher and principal evaluation systems that differentiate overall performance on at least three levels, provide feedback that is used to guide professional development and inform personnel decisions, and includes as a significant factor data on growth in student learning. At this time, 11 states have approved

waivers, and 27 other states applied for waivers by the February deadline. Alaska has not yet determined if it will apply for a waiver, but the state has done work both on two of the principles: college and career ready standards and the teacher and principal evaluation systems.

Comments on the ESEA waiver requirements:

Comment: Supports the state applying for a waiver. Current system doesn't work well because if a school misses in one area it is still seen as failing by many parents and community members.

Comment: NWA would also like to have a waiver.

Comment: Has questions about how it will work with tying student achievement to all teacher's evaluations equitably?

Comment: In ranking schools, if you focus on the lowest 5% you are going to have to hold someone accountable to a measure that won't even be determined until 6 months after the work is completed. Also, allocation of resources could be targeted best towards the lowest 5%. How will the lower 5% ranking effect principals and their ratings. It is complicated and more involved that at first you might think.

Comment: It almost seems like a race. Will waivers come first or ESEA reauthorization first? Kenai would like to see a waiver. Implementation will be a huge undertaking.

Comment: Supports the waiver.

Comment: His district is neutral regarding waiver at this time (due to new incoming superintendent). There is consensus that the current system isn't working well. Feel as though they may be trading one set of headaches for a different set of headaches. Likes the idea of focusing onto 15% of lowest performing schools. But how does a special school fit in? It is a nontraditional model and it always appears on the list. Can there be a possibility of flexibility to have it taken off of the lists?

Comment: His district is in favor of applying for a waiver. They would want to be involved in developing the details of the criteria.

Comment: No comment. She is just watching the developments and the conversation at this time.

Comment: Feels similarity with others for schools that are unique. Could there be a waiver for non-traditional schools?

Two members had no comments at this time.

Margaret: The details will be important. There could be a way to build flexibility into the accountability system. How will we categorize schools as showing progress and not showing progress? It may also allow us to look at K-12 schools as well as traditional elementary, middle school, and high school configurations. If the state moves forward with a waiver application, the Title I Committee of Practitioners will be called to provide more input, as will other stakeholder groups.

Margaret MacKinnon adjourned the meeting at 4:30 PM.

ESEA FLEXIBILITY WAIVERS: AN OVERVIEW

**Presentation to
Alaska Title I Committee of Practitioners
April 18, 2012**

**Margaret MacKinnon
Title I/ESEA Administrator
Alaska Department of Education & Early Development**

WHY CONSIDER APPLYING FOR FLEXIBILITY?

Under the current version of the Elementary and Secondary Education Act (ESEA) known as NCLB:

- Current AMO targets are rising every year with targets for all students to be proficient in 2013-2014.
- The number of Alaska schools not making AYP will increase dramatically over the next two years if the targets do not change.
- Current NCLB targets are “all or nothing” for meeting AYP and do not recognize school or student growth or progress.
- NCLB requirements may create barriers to state and local implementation of reforms that could focus resources where they are needed most.

WHY CONSIDER NOT APPLYING FOR FLEXIBILITY?

- The ESEA waiver flexibility offered by the US Department of Education includes specific requirements in the areas of standards, assessments, accountability, and teacher and principal evaluation that may not “fit” Alaska.
- The waiver has been called “not so much a waiver as a substitution for a new set of requirements and a new set of challenges.”
- The current version of the ESEA is overdue for reauthorization by Congress. While it is uncertain when Congress will reauthorize the law, when it is reauthorized the state may need to amend the provisions of its accountability system again to meet the requirements of the new law.

KEY PROVISIONS TO BE WAIVED

1. Current timeline for all students to be proficient by 2013–2014
2. Current school improvement levels and required consequences (school improvement, corrective action and restructuring)
3. Current requirement to use 20% of Title I-A allocation for choice/SES for schools in improvement
4. Current requirements and consequences for districts to be identified for improvement or corrective action
5. Current highly qualified teacher plan requirements (but still must meet targets for all teachers to be highly qualified)

ADDITIONAL PROVISIONS MAY BE WAIVED

6. Allows rural districts eligible for REAP to use funds for any purpose regardless of AYP status and increases flexibility under transfer of funds provision.
7. Allows Title I schools to operate schoolwide programs with less than 40% poverty.
8. Allows school improvement funds under section 1003(a) to serve any Title I priority or focus school and SIG funds under 1003(g) to serve any Title I priority school.

THREE KEY PRINCIPLES REQUIRED FOR ESEA FLEXIBILITY WAIVER

1. College- and Career-Ready Expectations for All Students
2. State-Developed Differentiated Recognition, Accountability, and Support
3. Supporting Effective Instruction and Leadership

Principle 1: College- and Career-Ready Expectations for All Students

- Adopt college- and **career-ready (CCR) standards** in at least reading/language arts and mathematics (not required to adopt Common Core standards; state's standards would need approval from Institutions of Higher Education that students who meet standards would not need remediation in college)
- Transition to and implementation of CCR standards
- Develop and administer statewide, aligned, **high-quality assessments** that measure student growth
- Adopt English Language Proficiency (ELP) standards for English Learners that correspond to the state's new CCR standards and develop aligned ELP assessments

Principle 2: State-Developed Differentiated Recognition, Accountability, and Support

- Provide a differentiated accountability system for all schools that is likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for all students
- Set ambitious but achievable AMO targets for the percent of students proficient in English/Language Arts and Math
- Provide incentives and supports for all Title I schools
- Build state, district, and school capacity to improve student learning in all schools

Principle 2: Reward, Focus and Priority Schools

- **Reward schools:** Provide incentives and recognition for high-progress and highest-performing Title I schools
- **Priority schools:** Identify at least 5% of Title I lowest-performing schools and implement interventions aligned with the **turnaround principles** required by US ED in the waiver package
- **Focus schools:** Identify at least 10% of Title I schools as those with the greatest achievement gaps or low graduation rates and implement interventions in those schools to close achievement gaps and raise graduation rates

Principle 2: Priority Schools Turnaround Principles

Must implement, for three years, meaningful interventions aligned with the *turnaround principles*:

- replace the principal or demonstrate principal effectiveness;
- ensure effective teachers by reviewing quality of staff and retaining those determined to be effective and providing professional development;
- provide additional time in the school day, week or year for student and teacher learning;
- ensure research-based and aligned instructional programs;
- use student data to inform instruction;
- establish positive school environment; and
- provide mechanisms for family and community engagement

Principle 3: Supporting Effective Instruction and Leadership

- Develop and adopt state guidelines for local teacher and principal evaluation and support systems
- Ensure districts implement teacher and principal evaluation and support systems that are consistent with state guidelines
- Support teacher and principal effectiveness beyond the current highly qualified teacher requirements

Principle 3: Guidelines for Teacher & Principal Evaluation Systems

The teacher and principal evaluation systems must:

- be used for continual improvement of instruction;
- differentiate performance with at least 3 levels;
- include as a significant factor data on student growth for all students (including English Learners and students with disabilities), and other measures of professional practice;
- evaluate teachers and principals on a regular basis;
- provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and
- be used to inform personnel decisions.

TIMELINES

- September 6, 2012 – Next date available for submission of waiver request to US ED that would be implemented for 2013-2014 school year based on 2013 assessment results
- A state may request an extension of the initial period of this flexibility prior to the start of the 2014–2015 school year unless it is superseded by reauthorization of the ESEA.
- State may request to “freeze” AMO targets at the 2010-2011 levels for 2011-2012 tests in order to have time to prepare waiver request.

CONSULTATION

- A state must engage diverse stakeholders and communities in the development of its request
- Engage and solicit input from
 - teachers and their representatives
 - diverse stakeholders, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.
- Consult with the state's Title I Committee of Practitioners

PEER REVIEW PROCESS

- State requests will be evaluated by expert peer reviewers
- A state will have multiple opportunities to clarify its plans for reviewers and to answer any questions reviewers may have.
- If necessary, the US Department of Education will provide feedback to a state about components of the state's request that need additional development
- Peer reviewer evaluations will inform the Secretary's decisions to grant flexibility to states.

ALASKA'S CURRENT STATUS

- **College & Career Ready Standards & Assessments**
 - Proposed standards in English Language Arts and Math scheduled for consideration of adoption at State Board of Education meeting in June, 2012
 - New assessments in reading, writing, and mathematics tentatively planned for 2015-2016

ALASKA'S CURRENT STATUS

- **Teacher and Principal Evaluation System**
 - Teacher Quality Working Group (TQWG) meeting since 2010-2011 made recommendations to the State Board of Education in March, 2012
 - TQWG includes representatives from districts, higher education, NEA Alaska, Cook Inlet and EED
 - Proposed regulations for teacher & principal evaluations will be presented to State Board at June, 2012 meeting to be put out for public comment

ALASKA'S CURRENT STATUS

- **TQWG Recommendations**

- Districts would revise current evaluation framework to include all criteria or use a research-based model such as Charlotte Danielson, Marzano, etc.
- Evaluation must align to Professional Content and Performance Standards
- Include the use of student learning data as a criterion in the teacher/administrator evaluation
- Address Cultural Standards for Educators

ALASKA'S CURRENT STATUS

- **TQWG Recommendations continued**
 - Ties to professional growth & development
 - Includes input from students and parents
 - Includes teacher observation component
 - Provides training for principals and other evaluators and develops inter-rater reliability between evaluators within a district
 - EED to provide guidance, technical assistance, and resources for implementing new evaluation system

ALASKA'S CURRENT STATUS

- **Timeline for Evaluation System**
 - December 2012 potential adoption of new regulations
 - 2013-2014: new teacher & principal evaluation system to be piloted in some districts
 - 2014-2015: all districts pilot new system
 - 2015-2016: all districts fully implement new system

ALASKA'S CURRENT STATUS

- **Accountability System for All Schools**
 - Need to determine elements of an overall accountability system for all schools that will provide incentives for increasing student achievement for all schools and closing achievement and graduation gaps, not just Title I schools
 - Need to determine criteria for identification of reward, priority and focus schools and exit criteria from priority and focus status

ALASKA'S CURRENT STATUS

- **Accountability – ideas to consider from other state waiver applications**
 - Only reading, writing, and math assessments or others?
 - Use of School Index Point Value to determine school progress?
 - Measurement of individual student growth?
 - Graduation rate only or include other elements of “completion rate”
 - Include traditional subgroups, a “combined” lowest-achieving subgroup, or other ideas?

ALASKA'S CURRENT STATUS

- **Accountability ideas for all schools**
 - Use different criteria for elementary, middle, high & K-12 schools?
 - Include other factors that demonstrate college or career readiness in secondary grades such as career readiness certificates, college enrollment rates, AP test scores, etc.?
 - Use of one overall “index” score or individual elements and weighting factors?
 - Use continuous improvement model by continually ranking schools, use letter grades, or use other differentiation system to classify schools?

ALASKA'S CURRENT STATUS

- **Reward, Priority & Focus Schools**
 - How to “rank” schools to determine lowest 5% of Title I schools for priority status?
 - How to rank or otherwise determine schools with greatest achievement gaps?
 - How to determine exit criteria – based on specific amount of growth or no longer being in lowest 5%?
 - How to determine reward schools and what types of rewards?

MORE INFORMATION

- If Alaska decides to submit a waiver by the September 6, 2012 deadline, the Title I Committee of Practitioners will be involved in further consultation about specific waiver provisions. Information will be posted on the EED website.
- If waiver is not submitted, Alaska will continue to implement current NCLB law and regulations.
- Information about waivers is available on the US ED website at <http://www.ed.gov/esea/flexibility>.

Alaska Department of Education & Early Development
Title I Committee of Practitioners Meeting

Webinar/Audio Conference

August 20, 2012

3:30 - 5:00 PM

Committee Members Present

Doug Walrath, Vocational Educator, Bering Strait School District

Kerry Boyd, Superintendent, Yukon-Koyukuk School District

Sandy Miller, Federal Programs Coordinator, Kenai Peninsula School District

Therese Ashton, Federal Programs Coordinator, Wrangell School District

Vernon Campbell, Director of Accountability/School Improvement, Anchorage School District

LeeAnn Tyree, Federal Programs Coordinator, Northwest Arctic School District

Daniel Walker, Assistant Superintendent, Lower Kuskokwim School District

Absent:

Ray Alstrom, School Board member, Lower Yukon School District

Steve Doerksen, Federal Programs Coordinator, Kodiak School District

Michael Webb, Title I Principal, Anchorage School District

Ted Wilson, Title I Principal, Juneau School District

Sharay Samuel, parent, Anchorage School District

Jenny Burr, Title I Teacher, Delta-Greeley School District

Amanda Angaiak, Private School Administrator, Immaculate Conception School, Fairbanks

EED Staff members present:

Margaret MacKinnon, Title I/ESEA Administrator

Sheila Box, Title I/SES/Choice Program Manager

Margaret MacKinnon opened the meeting at 3:30 PM

The purpose of the meeting is for the Committee of Practitioners to review the draft ESEA waiver proposal prior to submission to the US Department of Education on September 6. The COP reviewed the waiver requirements and the status of each principle at its April 18 meeting. At that meeting the state had not yet decided to apply for a waiver, but the new ELA and Math college and career ready standards were up for adoption by the State Board of Education and the Teacher Quality Working Group was in the process of finalizing changes in teacher and principal evaluations to present to the State Board.

The waiver proposal is due September 6 to US ED. It will be peer reviewed the first week in October. The state will then get feedback from US ED and work on revisions with the goal of reaching an approved waiver application. The waiver to freeze the AMO targets at 2010-11 levels was already approved and AYP was determined based on the same targets as last year. Waiver would be for 2 years, 2013-14, and 2014-15. At that time we will request an extension, or deal with reauthorization of NCLB. If the waiver is not approved, and we will go back to the regular schedule of AMO targets for the 2013-14 school year and will continue to implement all provisions of NCLB as written.

COP members can read the draft application and submit comments through the link on the department's webpage.

As most members of the COP had not yet had an opportunity to participate in a public webinar about the waiver, Margaret presented the overview of all principles of the waiver and information about the proposed state differentiated accountability and support system in Principle 2 in detail.

Principle 1 - College and Career ready standards and assessments: Since the April meeting the State Board adopted the new ELA and Math standards. The Alaska standards are similar in rigor to the common core standards adopted by many states, and Alaska received a letter of support from the University of Alaska system indicating that students who meet the standards would not need remedial work in college. Most of the work for Principle 1 is the plan for supporting the transition to the new standards, and the implementation of a new assessment based on the new standards in 2015-16. The state adopted WIDA standards for ELP are aligned to the common core standards. Alaska is still exploring the option to join one of the two national assessment consortia, or will consider creating a state-specific assessment system as we have now.

Principle 3 – Supporting effective instruction and leadership: The state must adopt guidelines for teacher and principal evaluation systems. There must be 3 levels of performance, have student growth data as a significant component, provide clear and timely feedback, and inform personnel decisions. The State Board has put the proposed regulation changes out for public comment now through November 2. The state's waiver application will essentially be submitting a timeline for creating the teacher and principal evaluation guidelines by the end of the 2012-2013 school year.

Principle 2 – Accountability and Support: The state accountability system will apply to all schools; will have to set AMO targets for all students and all NCLB required subgroups. System should build state, district and school capacity to improve learning and provide incentives to close achievement gaps and increase graduation rates.

The proposal includes the Alaska School Performance Index (ASPI), a rating system that includes different indicators for K-8 and 9-12, which are based on 100 point scale and include college and career ready indicators. Each school will receive 1 to 5 stars (5 is high) based on the points earned on the ASPI.

Elementary –

- Academic achievement – 35%
- School progress – growth and proficiency 35%
- Attendance – 25%
- Participation rate – 5%

High School

- Academic Achievement 20% (based on all students, average of proficient on all 3 tests.)
- School Progress 35% (growth index in regulation now, all students and 4 subgroups – Alaska Native, economically disadvantaged, LEP, and students with disabilities - indicates growth by year for each student. School gets a score based on weights in each subgroup and the whole.)
- Attendance rate 10% (based on interval scale, points for 85% attendance and up)
- Participation Rate 5%
-

- Graduation Rate (based on currently required formula in regs, 4 or 5 year cohort, points for 60% and up)
- Work Keys certificate rates – 8% (points for each student 11th grade student taking the test and earning a certificate)
- WorkKeys participation rate – 2%.

In K-12 schools, the point value for the different age groups are multiplied by the percentage of students in that age group to determine ASPI for the whole school.

Star ratings – Determined scale of ASPI points so that approximately 10% of the schools received a 1 star rating (lowest performing), about 10% at 2 stars, and about 10% at 5 stars. The remainder of the schools fall into the 3 or 4 star ratings (about 35% in each category). The incentive would be for schools to increase their star ratings over time so that perhaps no schools will be in the 1 star category in the future.

Comparing Stars and AYP –

Most schools making AYP would have 3-5 stars, but some can make AYP through safe harbor, and still score low stars. Most schools at low star levels also are in high levels of school improvement, but there are a few exceptions here too, where some are at the upper levels of not making AYP, but have high growth and progress so would get more star points.

AMOs – The proposal is to set the targets to reduce the percent not proficient by half over a six year period in equal increments. There will be statewide targets for all students and each subgroup as well as individual school targets under the waiver proposal. The AMOs will be used primarily for reporting the progress of the school, but will not be included in the ASPI index.

Comments/questions on the accountability index:

One member asked, is there a correspondence between star ratings and AMOs?

Margaret responded, No, but roughly lowest 10% of schools would start at 1-star, but those schools can move up over time. In addition, all targets would be reset when the new assessment is ready in 2015-16.

Another member asked if looking at % proficient, on Sample state AMO chart, is that based on where kids are at this time?

Margaret answered yes.

A rural district member commented he's worried about small schools for graduation rate, i.e. if 2 kids out of 5 drop out for some reason.

Margaret said that the department will look at that over time, and it may be that we can add an improvement factor for small schools; we'll keep that comment in mind.

Margaret asked the committee members if they were all feeling this would be a good direction for the state to go?

A rural district member said his district has a few concerns, but overall they think it is less onerous than NCLB. They like the growth component, and that there is not such a big penalty for one subgroup.

Margaret continued to outline the process for identification of schools and providing support.

Incentives & Support – All schools have support of the State System of Support (SOSS). The state will review the star levels, and schools with 3-5 stars will get a subgroup review to see if specific subgroups are lagging in achievement. An improvement plan would be required for those schools that would be submitted to the district.

Reward schools – 2 categories – highest progress and highest performing. Most will be 5 star schools, about 5% (or 5, whichever is higher) would be recognized in each grade span (K-8, 9-12, K-12) with announcements, certificates from the commissioner or legislative proclamations, would be asked to mentor other schools. Title I schools above 35% poverty could apply for the Title I Distinguished Schools recognition and be supported financially by the department to send staff to the National Title I Conference.

Lowest performing schools – 1 and 2 star ratings, state will look at ASPI scores, growth and proficiency index, graduation rates – similar to current state review for schools under regulation 872, and consult with districts that have lowest performing schools as is being done now. The state would consult with the district on implementation of 6 domains of the Alaska Effective Schools Framework.

Priority Schools – Need to identify the lowest performing 5% of Title I schools (14 schools). The state will consider schools with 1-star ratings using similar indicators as above, plus size and characteristics of schools. Must implement interventions for 3 years once identified. The Turnaround Principles are similar to the SIG program transformation model. Priority schools can apply for SIG 1003g funds and will be supported by the 1003a school improvement funds and the 20% set aside from district Title I allocation that was formerly used for SES/choice. Consequences – schools would be required to use STEPP; initial comprehensive needs assessment; most intensive level of support from SOSS (onsite coach); participation in initiatives such as Curriculum Alignment Institutes and Alaska Leadership Academy. Exit Priority Status – must meet criteria – improve 5 points on ASPI at the end of three years, and at least 85 growth and proficiency index for all students and each primary subgroup.

FOCUS schools – Need to identify at least 10% of Title I schools that have achievement or graduation gaps, either within school or compared to state at subgroup level (28 schools). Interventions required – use AK STEPP to create plan focused on specific interventions in areas of need; targeted SOSS team intervention, might not be as comprehensive as Priority schools plans, access to same funding sources as Priority schools except SIG 1003g funds. Exit Focus status – graduation rate greater than 60%, must improve in subgroup growth and proficiency index scores for all subgroups.

One member asked if, in the interim are they still required to set aside 20% for Choice-SES? The director responded yes, in the current year 2012-2013 everything operates as it has in the past.

Comments/questions on waiver proposal:

Margaret asked the COP members what their thoughts were on the waiver as a whole?

One district member said he thinks this is a big improvement over the previous system; the timeline for comments is a bit short for their district though. He also asked why there are still AMOs as well as star system?

Margaret said that the AMOs are still required, and will be publicly reported information. She recognizes that it seems in some ways to be a double system. The ASPI index scores and star ratings will be a way to report an overall picture of a school to the public, but the AMO targets and reporting will

give specific information to the public for all students and all subgroups and will be a way to hold the schools and districts accountable for reaching all students.

A member said that in other states, he knows there has been friction between states and districts, and in some cases the state is not exercising some waiver flexibility that districts want. He asked about districts not being required to develop an HQ plan.

Margaret said that the federal statute reference that is waived does not mean teachers do not have to be HQ. The requirement that is waived is the HQ plan and also the requirement to not hire additional paraprofessionals if a district does not have 100% of the teachers highly qualified. Teachers must still be HQ, but instead of an HQ plan, the evaluation system will be the factor used to improve teaching and learning over and above the minimum HQ requirements.

Alaska wanted to do a very simple plan, to accommodate small and large schools. The state regulations would be redone if the waiver goes through to reflect the ASPI star criteria and identification of high and low performing schools. Even though AMOs are written for 6 years as required, the targets will be re-set once the new assessment system has been implemented. Also, it is possible that NCLB would be reworked in the interim to allow for a more growth-based model.

Another member said she thinks the proposal is much better than what they've been functioning under.

One member asked if the state has any sense whether the waiver will be approved. Margaret responded that she thinks the accountability system would be approvable, but there may be some timeline issues, due to limited application periods offered by the feds.

The member replied that she appreciates the state's work, and thinks this system is better than what we have.

Another urban member said she agrees with everyone, it's certainly a step in the right direction. She asked if the state had gotten much comment from superintendents about the use of the WorkKeys assessment.

Margaret replied that some are concerned that participation will be down because some kids know they are going to college or don't want to take it as they are taking the ACT or SAT instead. WorkKeys is currently required for 11th graders by state regulation so that is why it is included.

Margaret said she knows it's a tight timeline for comments, but asked members to please continue to comment, as the state will be working with the US ED on the waiver with possible more information requested over the next few months. It will still be amendable after approval, in case we need to tweak it later.

A member said she is really excited about this proposal, fresh start for schools that can focus on growth.

Another member asked how the funding that is currently going to a district would change, related to the 20% set-aside and 1003a and SIG?

Margaret responded that the 1003a is allocated by the state to all current Title I school improvement sites, so it would be redirected to the districts with focus and priority schools. The 20% set-aside is from the Title I funding the district always gets, which would simply not be set aside for SES, and instead

could be used to support interventions in priority and focus schools, or as Title I funding directed to other Title I schools.

The member followed up and asked if the 20% set-aside funds must be split between focus and priority schools or could it be directed to other Title I low performing schools (1 and 2 stars).

Margaret replied that as Title I funding, it could be used to serve Title I schools, but she would need to research if it could be used as supplemental funding to 1- and 2-star schools that are not identified as priority or focus schools rather than be allocated to all Title I schools through the allocation formula.

The member asked, if they have a lot of low performing schools in a single district, would only some of those schools be identified, so the state could spread out the funds among districts?

Margaret replied that it would depend on the capacity of the district, and the number of schools in question. The state

The member asked about the 'characteristics' of schools in the criteria for selection as Priority schools?

Margaret responded that things like schools that are very small or serve special populations might not be identified as Priority schools that would benefit from the kinds of comprehensive required interventions. It is more likely that those types of schools might be identified as Focus schools where the interventions can be targeted to meet the needs of the school.

The member asked, on the turnaround principles for a Priority school, for replacing the principal, does the state have a timeline for when that school would need to turn around before the state mandated a change in leadership at a school?

Margaret replied that there should be some indication that the principal has the skills required, and is making progress. The state will work collaboratively with districts on this issue.

The meeting was adjourned at 4:45 PM.

STATE OF ALASKA

Department of Education & Early Development

Teaching & Learning Support

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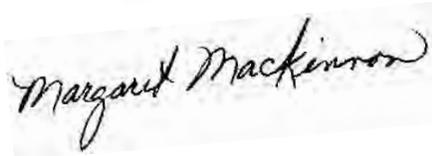
To: Superintendents

cc: Federal Programs Coordinators
District Test Coordinators

From: Erik McCormick
Director Assessment and Accountability



Margaret MacKinnon
Title I/NCLB Administrator



Date: May 24, 2012

Subject: ESEA Flexibility Waiver Options Webinar Wednesday, May 30, 3:00 PM

The US Department of Education has offered states the option to apply for waivers of certain provisions of the Elementary and Secondary Education Act (ESEA), currently authorized as No Child Left Behind (NCLB) in exchange for meeting new requirements in three areas: college and career ready standards and assessments for all students; state-developed differentiated accountability systems and supports for schools; and supporting effective instruction and leadership. EED is offering a webinar on **Wednesday, May 30, at 3:00 PM** in order to review the provisions of the waivers and to consider possible provisions of a state-defined accountability system as the state continues its process of considering whether Alaska will apply for a waiver for ESEA flexibility. You and other interested staff are encouraged to participate in this webinar to gain information about the waiver requirements and options and to share your ideas with EED.

To participate in the webinar, please use this link:

<https://sas.illuminate.com/m.jnlp?password=M.5EFFECCF1C774BAA7CF6EE62DC5A32&sid=2010175>

To participate by audio conference, please call 1-800-315-6338, and enter pin 2970#.

We hope you'll be able to participate in this webinar and/or conference call. Please contact either of us if you have any questions.

ESEA FLEXIBILITY WAIVERS: AN OVERVIEW

Presentation to Superintendents & District Staff

May 30, 2012

**Margaret MacKinnon
Title I/ESEA Administrator**

**Erik McCormick
Director of Assessment, Accountability, & Information Management**

Alaska Department of Education & Early Development

WHY CONSIDER APPLYING FOR FLEXIBILITY?

Under the current version of the Elementary and Secondary Education Act (ESEA) known as NCLB:

- Current AMO targets are rising every year with targets for all students to be proficient in 2013-2014.
- The number of Alaska schools not making AYP will increase dramatically over the next two years if the targets do not change.
- Current NCLB targets are “all or nothing” for meeting AYP and do not recognize school or student growth or progress.
- NCLB requirements may create barriers to state and local implementation of reforms that could focus resources where they are needed most.

WHY CONSIDER NOT APPLYING FOR FLEXIBILITY?

- The ESEA waiver flexibility offered by the US Department of Education includes specific requirements in the areas of standards, assessments, accountability, and teacher and principal evaluation that may not “fit” Alaska.
- The waiver has been called “not so much a waiver as a substitution for a new set of requirements and a new set of challenges.”
- The current version of the ESEA is overdue for reauthorization by Congress. While it is uncertain when Congress will reauthorize the law, when it is reauthorized the state may need to amend the provisions of its accountability system again to meet the requirements of the new law.

KEY PROVISIONS TO BE WAIVED

1. Current timeline for all students to be proficient by 2013–2014
2. Current school improvement levels and required consequences (school improvement, corrective action and restructuring)
3. Current requirement to use 20% of Title I-A allocation for choice/SES for schools in improvement
4. Current requirements and consequences for districts to be identified for improvement or corrective action
5. Current highly qualified teacher plan requirements (but still must meet targets for all teachers to be highly qualified)

ADDITIONAL PROVISIONS MAY BE WAIVED

6. Allows rural districts eligible for REAP to use funds for any purpose regardless of AYP status and increases flexibility under transfer of funds provision.
7. Allows Title I schools to operate schoolwide programs with less than 40% poverty.
8. Allows school improvement funds under section 1003(a) to serve any Title I priority or focus school and SIG funds under 1003(g) to serve any Title I priority school.

THREE KEY PRINCIPLES REQUIRED FOR ESEA FLEXIBILITY WAIVER

1. College- and Career-Ready Expectations for All Students
2. State-Developed Differentiated Recognition, Accountability, and Support
3. Supporting Effective Instruction and Leadership

Principle 1: College- and Career-Ready Expectations for All Students

- Adopt college- and **career-ready (CCR) standards** in at least reading/language arts and mathematics (not required to adopt Common Core standards; state's standards would need approval from Institutions of Higher Education that students who meet standards would not need remediation in college)
- Transition to and implementation of CCR standards
- Develop and administer statewide, aligned, **high-quality assessments** that measure student growth
- Adopt English Language Proficiency (ELP) standards for English Learners that correspond to the state's new CCR standards and develop aligned ELP assessments

Principle 2: State-Developed Differentiated Recognition, Accountability, and Support

- Provide a differentiated accountability system for all schools that is likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for all students
- Set ambitious but achievable AMO targets for the percent of students proficient in English/Language Arts and Math
- Provide incentives and supports for all Title I schools
- Build state, district, and school capacity to improve student learning in all schools

Principle 2: Reward, Focus and Priority Schools

- **Reward schools:** Provide incentives and recognition for high-progress and highest-performing Title I schools
- **Priority schools:** Identify at least 5% of Title I lowest-performing schools and implement interventions aligned with the **turnaround principles** required by US ED in the waiver package
- **Focus schools:** Identify at least 10% of Title I schools as those with the greatest achievement gaps or low graduation rates and implement interventions in those schools to close achievement gaps and raise graduation rates

Principle 2: Priority Schools Turnaround Principles

Must implement, for three years, meaningful interventions aligned with the *turnaround principles*:

- replace the principal or demonstrate principal effectiveness;
- ensure effective teachers by reviewing quality of staff and retaining those determined to be effective and providing professional development;
- provide additional time in the school day, week or year for student and teacher learning;
- ensure research-based and aligned instructional programs;
- use student data to inform instruction;
- establish positive school environment; and
- provide mechanisms for family and community engagement

Principle 3: Supporting Effective Instruction and Leadership

- Develop and adopt state guidelines for local teacher and principal evaluation and support systems
- Ensure districts implement teacher and principal evaluation and support systems that are consistent with state guidelines
- Support teacher and principal effectiveness beyond the current highly qualified teacher requirements

Principle 3: Guidelines for Teacher & Principal Evaluation Systems

The teacher and principal evaluation systems must:

- be used for continual improvement of instruction;
- differentiate performance with at least 3 levels;
- include as a significant factor data on student learning growth for all students (including English Learners and students with disabilities), and other measures of professional practice;
- evaluate teachers and principals on a regular basis;
- provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and
- be used to inform personnel decisions.

TIMELINES

- September 6, 2012 – Next date available for submission of waiver request to US ED that would be implemented for 2013-2014 school year based on 2013 assessment results
- A state may request an extension of the initial period of this flexibility prior to the start of the 2014–2015 school year unless it is superseded by reauthorization of the ESEA.
- State may request to “freeze” AMO targets at the 2010-2011 levels for 2011-2012 tests in order to have time to prepare waiver request. State must submit a waiver and receive approval before determining AYP for 2012-2013. If not, the state would make AYP determinations based on current AMO targets for 2012-2013.

CONSULTATION

- A state must engage diverse stakeholders and communities in the development of its request
- Engage and solicit input from
 - teachers and their representatives
 - diverse stakeholders, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.
- Consult with the state's Title I Committee of Practitioners

PEER REVIEW PROCESS

- State requests will be evaluated by expert peer reviewers
- A state will have multiple opportunities to clarify its plans for reviewers and to answer any questions reviewers may have.
- If necessary, the US Department of Education will provide feedback to a state about components of the state's request that need additional development
- Peer reviewer evaluations will inform the Secretary's decisions to grant flexibility to states.

ALASKA'S CURRENT STATUS

- **College & Career Ready Standards & Assessments**
 - Proposed standards in English Language Arts and Math scheduled for consideration of adoption at State Board of Education meeting June 8, 2012
 - New assessments in reading, writing, and mathematics tentatively planned for 2015-2016

ALASKA'S CURRENT STATUS

- **Teacher and Principal Evaluation System**
 - Teacher Quality Working Group (TQWG) meeting since 2010-2011 made recommendations to the State Board of Education in March, 2012
 - TQWG includes representatives from districts, higher education, NEA Alaska, Cook Inlet and EED
 - Proposed regulations for teacher & principal evaluations will be presented to State Board at June, 2012 meeting to be put out for public comment

ALASKA'S CURRENT STATUS

- **TQWG Recommendations for Evaluation System**
 - Districts would revise current evaluation framework to include all criteria or use a research-based model such as Charlotte Danielson, Marzano, etc.
 - Evaluation must align to Professional Content and Performance Standards
 - Include the use of student learning data as a criterion in the teacher/administrator evaluation
 - Address Cultural Standards for Educators

ALASKA'S CURRENT STATUS

- **TQWG Evaluation Recommendations continued**
 - Ties to professional growth & development
 - Includes input from students and parents
 - Includes teacher observation component
 - Provides training for principals and other evaluators and develops inter-rater reliability between evaluators within a district
 - EED to provide guidance, technical assistance, and resources for implementing new evaluation system

ALASKA'S CURRENT STATUS

- **Timeline for Proposed Evaluation System**
 - December 2012 potential adoption of new regulations
 - 2013-2014: new teacher & principal evaluation system to be piloted in some districts
 - 2014-2015: all districts pilot new system
 - 2015-2016: all districts fully implement new system

ALASKA'S CURRENT STATUS

- **Accountability System for All Schools**
 - Need to determine elements of an overall accountability system for all schools that will provide incentives for increasing student achievement for all schools and closing achievement and graduation gaps, not just Title I schools
 - Need to determine new AMOs (Annual Measurable Objectives) in English/Language Arts and Math
 - Need to determine criteria for identification of reward, priority and focus schools and exit criteria from priority and focus status

ALASKA'S CURRENT STATUS

- **Reward, Priority & Focus Schools**
 - Need to determine how to “rank” schools to identify lowest 5% of Title I schools for priority status
 - Need to determine how to rank or otherwise identify schools with greatest achievement gaps
 - Need to determine exit criteria from priority and focus status – based on specific amount of growth or no longer being in lowest 5%
 - Need to determine criteria for reward schools and what types of rewards

AMO OPTIONS

- Set AMO targets so that they increase in annual increments toward a goal of reducing by $\frac{1}{2}$ the percentage of students (all and in each subgroup) who are not proficient within six years
- Set AMOs so that they increase in equal increments toward a goal of 100% proficiency no later than end of 2019-2020
- Set AMOs through another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups

ACCOUNTABILITY IDEAS

- **Possible ideas** - based on other approved state waivers – no actual proposals yet
 - All schools receive an overall score on an accountability chart or framework.
 - Each school receives points in specified indicators with each category receiving a weighting within the overall score.
 - The points are totaled, weighting factors applied, and an overall point score is assigned each school.
 - Schools are assigned a level based on the overall score (labels to be determined – probably 4 or 5 levels).
 - Elementary/middle, high school, and K-12 schools have separate accountability charts.

ACCOUNTABILITY IDEAS

- **Academic Achievement indicator:** School earns from 1 to 5 points in each subject based on the % of all students proficient on reading, writing, and math SBAs.
 - 5 points = exceeds AMO target
 - 4 points = meets AMO target
 - 3 points = approaching AMO target (within 10 points)
 - 2 points = lagging target by up to 20 points
 - 1 point = seriously lagging target by more than 20 points)

ACCOUNTABILITY IDEAS

- **Achievement Gaps indicator:** School earns from 1 to 5 points in each subject based on the gap between the % proficient in the subgroup and the % proficient in the all students group.
 - 5 points = gap of $> 0^*$
 - 4 points = gap of 0
 - 3 points = gap 0 to -10
 - 2 point = gap -10 to -30
 - 1 point = gap > -30

*Note: a positive gap means that the subgroup is actually performing higher than the all students group.

ACCOUNTABILITY IDEAS

- **Student growth indicator:**
 - 1 to 5 points in each subject for students in the lowest performing group (lowest 25% of students)
 - 1 to 5 points for students not in the lowest performing group (top 75% of students)
 - allows comparisons in growth between lowest performing students and those not lowest performing
 - Typically includes students in lowest performing subgroups such as economically disadvantaged, English learners, students with disabilities, etc., but each student “count” once, not multiple times for multiple groups

ACCOUNTABILITY IDEAS

- **Participation rate in SBAs indicator:**
 - 1 point for each subject for 95% or above participation rate
 - 0 points for each subject in which participation rate is < 95%

- **Attendance rate indicator:**
 - 1 to 5 points on scale for attendance rates for the all students group on a sliding scale TBD.
 - 0, 1, or 2 points for improving the attendance rate from the prior year.

- **Graduation rate indicator:**
 - 1 to 6 points for the 4 year graduation rate
 - 1 to 4 points for the 5 year graduation rate
 - » (scale to be determined – for high schools and K-12 schools only)

POSSIBLE INDICATORS FOR HS

- **Drop outs indicator:** % of students from original 9th grade cohort that dropped out during the school year.
- **HSGQE indicator:** % of 10th through 12th graders who passed all 3 tests
- **Work Keys indicator:** % of 11th & 12th graders who have reached any National Career Readiness Certificate Level

SAMPLE ELEMENTARY/MS CHART

Indicator	Applied to	Points available	Total Possible	Weighting in Overall
Academic Achievement - % proficient or above	All students	5 each R, W, M	15	30
Achievement Gap – difference in % proficient or above between subgroup and all students	Subgroup minus all students group	5 each R, W, M	15	30
Student Growth – measure of amount of student growth for each group in each subject	Highest performing students	5 each R, W, M	30	30
	Lowest performing students	5 each R, W, M		
Attendance Rate – attendance rate for all students and for improvement in attendance from previous year	All students	5	7	7
	Improvement	2		
Participation Rate in SBAs	All students	1 each R, W, M	3	3
Total			70	100

SAMPLE HIGH SCHOOL CHART

Indicator	Applied to	Points available	Total Possible	Weighting in Overall
Academic Achievement - % proficient or above	All students	5 each R, W, M	15	15
Achievement Gap – difference in % proficient or above between subgroup and all students	Subgroup minus all students group	5 each R, W, M	15	15
Student Growth – – measure of amount of student growth for each group in each subject	<ul style="list-style-type: none"> Highest performing students Lowest performing students 	5 each R, W, M 5 each R, W, M	30	30
Attendance Rate – rate for year and for improvement	<ul style="list-style-type: none"> All students Improvement 	5 2	7	7
Participation Rate in SBAs	All students	1 each R, W, M	3	3
Graduation Rate	4 year 5 year	6 4	10	10
Drop outs - % of dropouts from original 9 th grade cohort	9-12 th grade	5	5	5
HSGQE - % passed all 3 tests	<ul style="list-style-type: none"> 10th grade 11th & 12th retakes 	6 4	10	10
Work Keys - % reached any NCR Level	11 th & 12 th graders	5	5	5
Total			100	100

SAMPLE K-12 CHART

Indicator	Applied to	Points available	Total Possible	Weighting in Overall
Academic Achievement - % proficient or above	All students	5 each R, W, M	15	30
Achievement Gap – difference in % proficient or above between subgroup and all students	Subgroup minus all students group	5 each R, W, M	15	10
Student Growth – – measure of amount of student growth for each group in each subject	<ul style="list-style-type: none"> Highest performing students Lowest performing students 	5 each R, W, M 5 each R, W, M	30	30
Attendance Rate – rate for year and for improvement	<ul style="list-style-type: none"> All students Improvement 	5 2	7	7
Participation Rate in SBAs	All students	1 each R, W, M	3	3
Graduation Rate	4 year 5 year	6 4	10	10
Drop outs - % of dropouts from original 9 th grade cohort	9-12 th grade	5	5	2.5
HSGQE - % passed all 3 tests	<ul style="list-style-type: none"> 10th grade 11th & 12th retakes 	6 4	10	5
Work Keys - % reached any NCR Level	11 th & 12 th graders	5	5	2.5
Total			100	100

ACCOUNTABILITY IDEAS

- **Considerations**

- Use of indicators that are currently measurable, commonly applied, and relevant to school type
- Consider complexity of approach, factors that give a picture of school's overall success, ease of public and schools to understand, and provides incentives for all schools to improve and close achievement gaps
- All students could be included in the accountability system, not just full academic year students.
- All indicators for both elementary/middle and for high schools could apply to K-12 schools, but with reduced weightings for the high school components to reflect greater distribution of students across all grades.

ACCOUNTABILITY IDEAS

- **Ideas/Questions/Feedback**

- What assessments should be included – reading, writing, math, others?
- What are the most appropriate indicators for use at high school to measure college and career readiness in addition to graduation rate?
- What are the pros and cons of using the lowest performing or lowest quartile of students as the only subgroup vs. using the required NCLB subgroups both for measuring achievement gaps and for measuring student growth?
- Would a measure for decrease in number or percent of students chronically absent be useful to include?
- What other indicators or overall frameworks should be considered?
- What should not be included?

MORE INFORMATION

- If Alaska decides to submit a waiver by the September 6, 2012 deadline, the Title I Committee of Practitioners and other stakeholders will be involved in further consultation about specific waiver provisions. Information will be posted on the EED website.
- If waiver is not submitted, Alaska will continue to implement current NCLB law and regulations.
- Information about waivers is available on the US ED website at <http://www.ed.gov/esea/flexibility>.
- Contact Margaret MacKinnon or Erik McCormick for questions or to indicate an interest in participating on a workgroup for future ideas

ESEA FLEXIBILITY WAIVER

Principle 2 – Accountability System

Alaska's Initial DRAFT Proposal

July 30, 2012

**Alaska Department of Education & Early
Development**

Principle 2 - Accountability & Support

Requirements for waiver:

- Accountability system for all schools
 - Provide a state developed differentiated accountability system for all schools to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for all students
- AMO targets
 - Set ambitious but achievable AMO targets for the percent of students proficient in English/Language Arts and Math; report for all students and all NCLB subgroups annually
- Incentives and supports for all Title I schools
- Build state, district, and school capacity to improve student learning in all schools

Alaska School Performance Index

- ASPI is rating system for overall performance for all schools
- Includes college and career ready indicators, with each indicator weighted in the overall score
- Based on 100 point scale
- Indicators for grades K-8 and grades 9-12
- Schools with students that cross both grade spans (including K-12) have indicators for each grade span, weighted by % of students in school in each grade span
- School receives rating from 1-star to 5-stars (highest)

Indicators for Elementary/Middle Grades K-8

Category	Weighting in Overall Score
Academic Achievement - % of all students proficient or above (average of % proficient on reading, writing and math SBAs)	35%
School Progress – growth and proficiency index score for all students group and for each primary subgroup (AN/AI, economically disadvantaged, SWDs, and LEPs)	35%
Attendance Rate (all students)	25%
Participation Rate in SBAs (all students)	5%
Total	100%

Indicators for High School Grades 9-12

Category	Weighting in Overall Score
Academic Achievement - % of all students proficient or above (average of % proficient on reading, writing and math SBAs)	20%
School Progress – growth and proficiency index score for all students group and for each primary subgroup (AN/AI, economically disadvantaged, SWDs, and LEPs)	35%
Attendance Rate (all students)	10%
Participation Rate in SBAs (all students)	5%
Graduation rate (cohort of all students)	20%
WorkKeys certificate rate (11 th graders)	8%
WorkKeys participation rate (11 th graders)	2%
Total	100%

Academic Achievement Indicator

- Based on all students group
- Average of % proficient on three tests
 - Reading
 - Writing
 - Math
- Weighted 35% for grades K-8, 20% for grades 9-12

Progress Indicator

- Growth and proficiency index (capped at 100 points earned)
- All students group and 4 primary subgroups:
 - AK Native/Am Indian
 - Economically disadvantaged
 - Students with disabilities
 - English learners (LEP students)
- Subgroups included if 5 or more students test in that subgroup
- Each subgroup included weighted 10% of progress score; all students group receiving remaining % of weighting
- Progress indicator weighted at 35% for all grades

Progress Indicator Example

School with 3 subgroups

Group	G&P Index Score	Weighting	Component of Progress Score
All students	86.11	.70	60.28
Econ Disadvantaged	83.66	.10	8.37
SWDs	73.17	.10	7.32
LEP	87.62	.10	8.76
School Progress Score	--	1.00	84.73

Attendance Rate

- Weighted at 25% for grades K-8, 10% for grades 9-12
 - Incentive for attendance ≥ 90

Attendance rate	Points
96-100	100
93-95	95
90-92	80
85-89	50
Below 85	0

Graduation Rate

- Use higher of 4-year or 5-year cohort rate (required graduation rate formula)

4 year rate	5 year rate	Points
98-100	98-100	100
90-97	93-97	95
85-89	89-92	90
80-84	85-88	70
70-79	80-84	50
60-69	70-79	25
50-59	60-69	10
Below 50	Below 60	0

WorkKeys Certificate Rate

- Points earned for each certificate level attained by 11th graders
- Total certificate points divided by # of 11th graders tested

WorkKeys Certificate Earned	Points
Gold or Platinum	100
Silver	95
Bronze	80

Participation Rate

- SBAs weighted at 5% for all grades
- WorkKeys weighted at 2% for 11th graders who take test

Participation Rate	Points
95-100	100
90-94	50
0-89	0

Sample ASPI Chart K-8 School

Anytown Elementary School		#	%
Students in grades K-8		502	100.0%
Students in grades 9-12		0	0.0%
Grades K-8			
Category	Points Earned	Weight	Weighted points
Academic Achievement - % of all students proficient or above (average of % proficient on reading, writing and math SBAs)	63.5	35%	22.23
School Progress – growth and proficiency index score for all students group and for each primary subgroup (AN/AI, economically disadvantaged, SWDs, and LEPs)	93.98	35%	32.89
Attendance Rate (all students)	85	25%	21.25
Participation Rate in SBAs (all students)	100	5%	5.00
Total		100%	81.37
ASPI Overall Score			81.37
Star Rating			***

Sample ASPI Chart High School

Anytown High School		#	%
Students in grades K-8		0	0.0%
Students in grades 9-12		2211	100.0%
Grades 9-12			
Category	Points earned	Weight	Weighted points
Academic Achievement - % of all students proficient or above (average of % proficient on	60.82	20%	12.16
School Progress – growth and proficiency index score for all students group and for each primary subgroup (AN/AI, economically disadvantaged, SWDs, and LEPs)	86.38	35%	30.23
Attendance Rate (all students)	50.00	10%	5.00
Participation Rate in SBAs (all students)	100.00	5%	5.00
Graduation rate (cohort of all students)	50.00	20%	10.00
WorkKeys certificate rate (11th graders)	73.53	8%	5.88
WorkKeys participation rate (11th graders)	50.00	2%	1.00
Total		100%	69.28
ASPI Overall Score			69.28
Star Rating			***

Sample ASPI Chart K-12 grades

Anytown K-12 School		#	%
Students in grades K-8		132	77.2%
Students in grades 9-12		39	22.8%
Grades K-8			
Category	Points Earned	Weight	Weighted points
Academic Achievement - % of all students proficient or above (average of % proficient on reading, writing and math SBAs)	28.06	35%	9.82
School Progress – growth and proficiency index score for all students group and for each primary subgroup (AN/AI, economically disadvantaged, SWDs, and LEPs)	80.19	35%	28.07
Attendance Rate (all students)	100	25%	25.00
Participation Rate in SBAs (all students)	100	5%	5.00
Total		100%	67.89
Grades 9-12			
Category	Points earned	Weight	Weighted points
Academic Achievement - % of all students proficient or above (average of % proficient on reading, writing and math SBAs)	10.42	20%	2.08
School Progress – growth and proficiency index score for all students group and for each primary subgroup (AN/AI, economically disadvantaged, SWDs, and LEPs)	76.59	35%	26.81
Attendance Rate (all students)	0.00	10%	0.00
Participation Rate in SBAs (all students)	100.00	5%	5.00
Graduation rate (cohort of all students)	70.00	20%	14.00
WorkKeys certificate rate (11th graders)	24.00	8%	1.92
WorkKeys participation rate (11th graders)	100.00	2%	2.00
Total		100%	51.81
ASPI Overall Score			64.22
Star Rating			**

Summary of ASPI Scores & Ratings

Summary counts	# all schools	% of all schools	ASPI range	Rating	# EM	% EM	# HS	% HS	# K12	% K12	# Title I schools	% Title I in star rating
Lowest 10%	51	10.1%	less than 55	*	2	3.9%	15	29.4%	34	66.7%	33	64.7%
Next Lowest 10%	51	10.1%	55 - 64.99	**	3	5.9%	2	3.9%	46	90.2%	43	84.3%
Next range	179	35.4%	65 - 84.99	***	53	29.6%	25	14.0%	101	56.4%	119	66.5%
Next Range	167	33.0%	85 - 93.99	****	117	70.1%	13	7.8%	37	22.2%	76	45.5%
Highest range	58	11.5%	94 - 100	*****	47	81.0%	0	0.0%	11	19.0%	15	25.9%
Total all schools	506	100.0%			222		55		229		286	56.5%

Key

Schools with only grades K-8 EM

Schools with only grades 9-12 HS

Schools with both EM & HS K12

Note: Data based on 2011 test data; final proposal and cut points will be based on 2012 test data.

Comparison of Stars and AYP

# Schools in each category compared to AYP levels						
Proposed ASPI Star Ratings	AYP levels based on 2011 data					
	0	1	2	3	4	5
1 star	5	3	6	5	2	30
2 stars	2	7	3	5	5	29
3 stars	63	39	10	13	8	46
4 stars	81	30	18	17	4	17
5 stars	52	4	0	1	0	1

Note: Data based on 2011 test data; final proposal and cut points will be based on 2012 test data.

AMO Targets

- Reduce by $\frac{1}{2}$ the percentage of students (all students and each traditional NCLB subgroup) who are not proficient in equal increments within six years in: reading, writing, and mathematics
- Set for state as a whole and for each individual school – school meets AMO target if either state target or school target is reached
- Used for reporting progress on AMOs and for identification of schools not closing gaps for subgroups
- Must use 2011-2012 data as baseline year
- If waiver is approved, will be used for 2012-2013 tests

AMO Calculation Example

78.3	Baseline Year % Prof or Advanced
21.6	% Not proficient
10.8	Amount to reduce by 1/2 over 6 years
1.8	Equal increment
80.1	1st year target
81.9	2nd year target
83.7	3rd year target
85.5	4th year target
87.3	5th year target
89.1	6th year target

Sample State AMOs

Subject	Demographic Value	Baseline %	Sample State AMO Targets based on 2011 test data					
		Prof/Adv	1st YR	2nd YR	3rd YR	4th YR	5th YR	6th YR
Reading	All Students	78.3	80.1	81.9	83.7	85.5	87.3	89.1
Writing	All Students	74.2	76.4	78.5	80.7	82.8	85.0	87.2
Mathematics	All Students	68.7	71.3	73.9	76.5	79.1	81.7	84.4
Reading	Low Income	67.7	70.4	73.1	75.8	78.5	81.2	83.9
Writing	Low Income	62.9	66.0	69.1	72.2	75.3	78.4	81.5
Mathematics	Low Income	57.6	61.1	64.7	68.2	71.7	75.3	78.8
Reading	Students with Dis	41.1	46.0	50.9	55.8	60.7	65.6	70.6
Writing	Students with Dis	37.4	42.6	47.8	53.1	58.3	63.5	68.7
Mathematics	Students with Dis	32.6	38.2	43.8	49.5	55.1	60.7	66.3
Reading	LEP students	30.3	36.1	41.9	47.7	53.5	59.3	65.2
Writing	LEP students	29.1	35.0	40.9	46.8	52.7	58.6	64.5
Mathematics	LEP students	28.5	34.5	40.4	46.4	52.3	58.3	64.3

Sample State AMOs

Subject	Demographic Value	% Prof/Adv						
		1st YR	2nd YR	3rd YR	4th YR	5th YR	6th YR	
Reading	AK Native /Am Indian	56.8	60.4	64.0	67.6	71.2	74.8	78.4
Writing	AK Native /Am Indian	51.7	55.7	59.8	63.8	67.8	71.8	75.9
Mathematics	AK Native /Am Indian	49.6	53.8	58.0	62.2	66.4	70.6	74.8
Reading	African American	70.6	73.0	75.5	77.9	80.4	82.8	85.3
Writing	African American	65.6	68.5	71.3	74.2	77.1	79.9	82.8
Mathematics	African American	54.0	57.8	61.7	65.5	69.3	73.1	77.0
Reading	Asian/Pacific Islander	72.5	74.8	77.1	79.4	81.7	84.0	86.3
Writing	Asian/Pacific Islander	72.7	75.0	77.3	79.5	81.8	84.1	86.4
Mathematics	Asian/Pacific Islander	67.1	69.8	72.6	75.3	78.1	80.8	83.6
Reading	Hispanic	78.1	79.9	81.8	83.6	85.4	87.2	89.1
Writing	Hispanic	73.7	75.9	78.1	80.3	82.5	84.7	86.9
Mathematics	Hispanic	65.1	68.0	70.9	73.8	76.7	79.6	82.6
Reading	Multi-Ethnic	80.8	82.4	84.0	85.6	87.2	88.8	90.4
Writing	Multi-Ethnic	75.6	77.6	79.7	81.7	83.7	85.8	87.8
Mathematics	Multi-Ethnic	69.6	72.1	74.7	77.2	79.7	82.3	84.8
Reading	Caucasian	88.7	89.6	90.6	91.5	92.5	93.4	94.4
Writing	Caucasian	84.4	85.7	87.0	88.3	89.6	90.9	92.2
Mathematics	Caucasian	78.5	80.3	82.1	83.9	85.6	87.4	89.2

Incentives & Supports - All Schools

- All schools and districts have support at universal level from State System of Support (SSOS)
- State reviews schools in all star ratings
- Schools with 3 to 5 stars with subgroup achievement gaps required to create plan to address specific areas – district responsibility to oversee school plans

Highest Performing Schools

- Reward schools - 2 categories
- Select top 5 (or 5%) by ASPI score in each school type – E/M, HS, or K12
 - Highest performing
 - Must meet AMO targets for 2 years
 - Must have graduation rate $\geq 85\%$ for 2 years
 - High progress
 - G&P index must be ≥ 95 for all students and in each subgroup
 - Graduation rate $\geq 85\%$ for 2 years

Recognition for Reward Schools

- All reward schools
 - Announcement on EED website, through Information Exchange, and press releases
 - Letters/certificates from commissioner and/or governor
 - Possibly legislative proclamations, special logo to use, recognition at local events
 - Encouraged to serve as models or mentors for other schools

Title I Reward Schools

- Title I schools with $\geq 35\%$ poverty may apply for Title I Distinguished Schools program
- Winning school in each category receives recognition at National Title I Conference as well as any appropriate state conferences or meetings
 - Supported financially to attend national conference (as resources allow to allow)

Lowest Performing Schools

- State performs desk audit (review of data) of schools with 1- and 2-star ratings
 - ASPI score
 - Growth & proficiency index for subgroups
 - AMO targets
 - Graduation rate
- State reviews performance of district through levels of schools in district

Consult with districts

- EED SSOS team leadership consults with district superintendent and key staff
- Review levels of implementation of six domains of Alaska's Effective Schools Framework
- Consideration of previous school progress, improvement initiatives, intervention, etc.
- Based on consultation, EED determines level of support & interventions needed in 1- and 2-star schools and districts with 1- and 2-star schools

Title I Priority Schools

- Lowest performing 5% of Title I schools – 14 schools
 - From the list of Title I schools with a 1-star rating, sort all schools from highest to lowest ASPI score.
 - Within this list, choose the 14 priority schools based on examination of the SBA proficiency rates, growth index scores, other schools identified in the same district, schools with previous SIG grants or state intervention, size and characteristics, and data from desk audit and conversations with superintendent.
- Must implement, for at least 3 years, meaningful interventions aligned with turnaround principles
- Turnaround principles will be aligned with the 6 domains of Alaska's Effective Schools Framework

Turnaround Principles

- Ensure **strong leadership** by replacing the principal or demonstrate principal effectiveness;
- ensure **effective teachers** by reviewing quality of staff and retaining those determined to be effective and providing professional development;
- Redesign school day, week or year to provide **additional time for student learning and teacher collaboration**;
- ensure research-based and aligned **instructional programs**;
- use student **data to inform instruction**;
- establish **positive school environment**; and
- provide mechanisms for **family and community engagement**

Consequences & Supports for Priority Schools

- Use AK STEPP for comprehensive turnaround plan aligned with 6 domains of AK Effective Schools Framework
- Intensive level of support/intervention from SSOS
- On-site coach (1 week per month)
- Participation in initiatives such as Leadership Academy, Curriculum Alignment Institutes, Principal and Teacher Mentoring
- Funding through SIG 1003g funds, School Improvement 1003a, and 20% Title I allocation in lieu of SES/Choice

Exiting Priority Status

- Requirements to exit:
 - Improve at least 5 points on ASPI index
 - Have G&P index of at least 85 for all students and each primary subgroup
- If not meet exit criteria after 3 years:
 - Continue in priority status
 - Increased oversight & intervention by EED

Title I Focus Schools

- Title I schools with low performance or achievement gaps – 10% or 28 schools
- After the identification of the Title I priority schools, from the remaining list of Title I schools with a 1-star or 2-star rating, sort all schools from highest to lowest ASPI score.
- Within this list, choose the 28 Title I focus schools based on examination of the SBA proficiency rates, growth index scores, other schools identified in the same district, schools with previous SIG grants or state intervention, size and characteristics, and data from desk audit and conversations with superintendent.

Consequences & Supports

- Focus Schools have targeted level of support from SSOS
- Use of AK STEPP for plan of improvement for focusing on specific subgroups of concern and for specific indicators including curriculum, instruction, assessment, and professional development.
- Make school improvement funds available from Title IA, 1003(a).
- Require district to use up to 20% as a district set-aside from its Title I allocation to serve focus schools (in lieu of the set-aside required for SES and school choice).
- Make content support available from SSOS content program managers.
- Provide support for ELL or SWD student subgroups through additional resources and professional development through contracts with external partners for specific areas of need.

Exiting Focus Status

- A focus school must implement interventions until the school has met the exit criteria. In order to exit focus status, the school must show improvement in the growth and proficiency index in the all students group and in any specific subgroups scores in which the school was identified as a focus school. If the school was identified as a focus school for a graduation rate less than 60%, then the graduation rate must improve to greater than 60%.

NCLB Provisions Waived

- If Alaska's proposal is approved, the following provisions of the current law will be waived:
 - Alaska will not report whether schools have made adequate yearly progress (AYP).
 - Alaska will not identify schools under the current labels of improvement, corrective action, or restructuring.
 - Alaska will not identify districts for improvement or corrective action.
 - Alaska will no longer require the consequences in the current law for schools in improvement, corrective action or restructuring.
 - Alaska will no longer require schools to offer public school choice or supplemental educational services (SES) in schools identified for improvement. Districts may offer these options to parents if desired.

NCLB Provisions Waived

- Alaska will no longer require districts to set-aside 20% of their Title I allocation to provide SES or transportation to schools of choice. These funds may instead be used, as needed, to provide support to schools identified as Title I priority or focus schools.
- Alaska will no longer require the district to use 10% of its Title I allocation for professional development for a district in corrective action.

Comments on Waiver Proposal

- Submit comments and feedback by **August 21** on Alaska's waiver proposal through the online feedback form
- Link under “News & Announcements” on EED's home page: <http://education.alaska.gov>
- Questions on Principle 2?
 - Margaret MacKinnon, margaret.mackinnon@alaska.gov
 - Erik McCormick, erik.mccormick@alaska.gov
 - Paul Prussing, paul.prussing@alaska.gov

**District Superintendents Attending ESEA Flexibility Waiver Presentation
7/30/2012**

Annette Island
Cordova
Delta-Greely
Dillingham
Fairbanks
Galena
Haines
Iditarod
Juneau
Kake
Kodiak
Lower Yukon
Mat-Su
Mount Edgecumbe
North Slope
Petersburg
Saint Mary's
Sitka
Southwest Region
Tanana

Organizations Contacted to Participate in August Webinars

ADOL&WD

Ahtna Heritage Foundation
Alaska Administrator Coaching Project
Alaska Association for Bilingual Education
Alaska Association for Career and Technical Education
Alaska Association of Elementary School Principals
Alaska Association of School Librarians
Alaska Association of Secondary School Principals
Alaska Comprehensive Center
Alaska Council of School Administrators
Alaska Federation of Natives
Alaska Head Start Association
Alaska Humanities Forum
Alaska Municipal League
Alaska Native Education Association
Alaska Native Knowledge Network
Alaska Pacific University
Alaska PTA
Alaska Science Consortium
Alaska Staff Development Network
Alaska State Chamber of Commerce
Alaska State Mathematics Consortium
Alaska State Writing Consortium
Alaska Statewide Mentor Project
Aleut Foundation
Arctic Education Foundation
Association for the Education of Young Children
Association of Alaska School Boards
Association of Village Council Presidents
AVTEC
Bering Straits Foundation
Best Beginnings
Bristol Bay Native Foundation
Calista Heritage Foundation
Chugach Heritage Foundation
Citizens for the Educational Advancement of Alaska's Children
Disability Law Center of Alaska
Gov. Council on Disabilities and Special Education
Ilisagvik College
Koniag Education Foundation

Mike Lesmann Gov. Ofc.
NANA Corporation
NEA-Alaska
Sealaska Heritage Institute
Southeast Alaska Regional Resource Center
Special Education Service Agency
Stone Soup Group
Tanana Chiefs Conference
The CIRI Foundation
The Doyon Foundation
Thread Alaska
UA Board of Regents
UA President
UAA Chancellor
UAA College of Education
UAF Chancellor
UAF Dept of Native Studies and Rural Development
UAF School of Education
UAS Chancellor
UAS School of Education

ESEA FLEXIBILITY WAIVER

Overview of Federal Requirements

August 2, 2012

Alaska Department of Education & Early
Development

Why Apply for a Waiver?

Under the current version of the Elementary and Secondary Education Act (ESEA) known as NCLB:

- Current AMO targets are rising every year with targets for all students to be proficient in 2013-2014.
- The number of Alaska schools not making AYP will increase dramatically over the next two years if the targets do not change.
- Current NCLB targets are “all or nothing” for meeting AYP and do not recognize school or student growth or progress.
- NCLB requirements may create barriers to state and local implementation of reforms that could focus resources where they are needed most.

Key Provisions of NCLB to be Waived

1. Current timeline for all students to be proficient by 2013–2014
2. Current school improvement levels and required consequences (school improvement, corrective action and restructuring)
3. Current requirement to use 20% of Title I-A allocation for choice/SES for schools in improvement
4. Current requirements and consequences for districts to be identified for improvement or corrective action
5. Current highly qualified teacher plan requirements (but still must meet targets for all teachers to be highly qualified)

Additional Provisions to be Waived

6. Allows rural districts eligible for REAP to use funds for any purpose regardless of AYP status and increases flexibility under transfer of funds provision.
7. Allows Title I schools to operate schoolwide programs with less than 40% poverty.
8. Allows school improvement funds under section 1003(a) to serve any Title I priority or focus school and SIG funds under 1003(g) to serve any Title I priority school.

3 Key Principles for Waivers

1. College- and Career-Ready Expectations for All Students
2. State-Developed Differentiated Recognition, Accountability, and Support
3. Supporting Effective Instruction and Leadership

Principle 1: College- and Career-Ready Expectations for All Students

Requirements for waiver:

- Adopt college- and **career-ready (CCR) standards** in at least reading/language arts and mathematics (not required to adopt Common Core standards; state's standards would need approval from Institutions of Higher Education that students who meet standards would not need remediation in college)
- Transition to and implementation of CCR standards
- Develop and administer statewide, aligned, **high-quality assessments** that measure student growth
- Adopt English Language Proficiency (ELP) standards for English Learners that correspond to the state's new CCR standards and develop aligned ELP assessments

Principle 2 - Accountability & Support

Requirements for waiver:

- Accountability system for all schools
 - Provide a state developed differentiated accountability system for all schools to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for all students
- AMO targets
 - Set ambitious but achievable AMO targets for the percent of students proficient in English/Language Arts and Math; report for all students and all NCLB subgroups annually
- Incentives and supports for all Title I schools
- Build state, district, and school capacity to improve student learning in all schools

Principle 2 – Reward, Priority & Focus Schools

- **Reward schools:** Provide incentives and recognition for high-progress and highest-performing Title I schools
- **Priority schools:** Identify at least 5% of Title I lowest-performing schools and implement interventions aligned with the **turnaround principles** required by US ED in the waiver package
- **Focus schools:** Identify at least 10% of Title I schools as those with the greatest achievement gaps or low graduation rates and implement interventions in those schools to close achievement gaps and raise graduation rates

Principle 2 - Turnaround Principles

Required for 3 years in Priority schools:

- Ensure **strong leadership** by replacing the principal or demonstrate principal effectiveness;
- ensure **effective teachers** by reviewing quality of staff and retaining those determined to be effective and providing professional development;
- Redesign school day, week or year to provide **additional time for student learning and teacher collaboration**;
- ensure research-based and aligned **instructional programs**;
- use student **data to inform instruction**;
- establish **positive school environment**; and
- provide mechanisms for **family and community engagement**

Principle 3 – Supporting Effective Instruction and Leadership

Requirements for ESEA Waiver Principle 3:

- Develop and adopt state guidelines for local teacher and principal evaluation and support systems
- Ensure districts implement teacher and principal evaluation and support systems that are consistent with state guidelines
- Support teacher and principal effectiveness beyond the current highly qualified teacher requirements

Principle 3 - Guidelines for Teacher & Principal Evaluation Systems

The teacher and principal evaluation systems must:

- be used for continual improvement of instruction;
- differentiate performance with at least 3 levels;
- include as a significant factor data on student learning growth for all students (including English Learners and students with disabilities), and other measures of professional practice;
- evaluate teachers and principals on a regular basis;
- provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and
- be used to inform personnel decisions.

Timelines

- September 6, 2012 – Due date for submission of waiver request to US ED that would be implemented for 2013-2014 school year based on 2013 assessment results
- State may request to “freeze” AMO targets at the 2010-2011 levels for 2011-2012 tests in order to have time to prepare waiver request. State must submit a waiver and receive approval before determining AYP for 2012-2013. If not, the state would make AYP determinations based on current AMO targets for 2012-2013.

Peer Review Process

- State requests will be evaluated by expert peer reviewers in October 2012
- A state will have multiple opportunities to clarify its plans for reviewers and to answer any questions reviewers may have.
- The US Department of Education will take into account peer reviewer evaluations and will provide feedback to a state about components of the state's request that need additional development.
- States continue to work with US ED to make revisions to plan with the goal of reaching approved status.

FAQs

- What happens if the state's waiver application is not approved?
 - The state will continue to follow the current law as written with all NCLB requirements. AYP would be measured on the currently approved AMO targets for the 2013 tests, not the "frozen" AMO targets for 2011. All school and district improvement, corrective action, and restructuring consequences would be applied for 2013-2014 school year.
- What happens if ESEA is reauthorized?
 - The state would be required to implement the provisions of the new law at the time it takes effect. Some of the elements of the waiver provisions might be continued under the new law, and others would need to be changed.

Comments on Waiver Proposal

- Submit comments and feedback by **August 21** on Alaska's waiver proposal through the online feedback form.
 - Link under "News & Announcements" on EED's home page:
<http://education.alaska.gov>
- See information about Alaska's proposal for the waiver, and a draft copy of the proposal on the ESEA Flexibility Waiver page.
 - <http://education.alaska.gov/nclb/esea.html>
- Participate in webinars/audio conferences to learn about the waiver proposal. See schedule on the ESEA Flexibility Waiver page.

ESEA FLEXIBILITY WAIVER

Principle 1 – College & Career Ready Standards and Assessments

Alaska's Initial DRAFT Proposal

August 2, 2012

Alaska Department of Education & Early Development

Principle 1: College- and Career-Ready Expectations for All Students

Requirements for waiver:

- Adopt college- and **career-ready (CCR) standards** in at least reading/language arts and mathematics (not required to adopt Common Core standards; state's standards would need approval from Institutions of Higher Education that students who meet standards would not need remediation in college)
- Transition to and implementation of CCR standards
- Develop and administer statewide, aligned, **high-quality assessments** that measure student growth
- Adopt English Language Proficiency (ELP) standards for English Learners that correspond to the state's new CCR standards and develop aligned ELP assessments

College & Career Ready Standards

- College & Career Ready standards in English Language Arts and Math adopted by State Board of Education on June 8, 2012
- State received Letter of support from University of Alaska president certifying that students who meet new standards will not need remedial coursework at the postsecondary level
- Standards have same depth and rigor as the common core standards adopted by other states

Transition to College & Career Ready Standards

- Process of transition to new standards
 - Phase I: Increase awareness of new standards – provide awareness campaign and tools to support transition
 - Phase II: Transition to new standards - provide support for curriculum alignment to and instruction in new standards
 - Phase III: Full implementation of new standards - continue support for instruction of students based on new standards

Timeline for Transition

- SY 2012-2013 – Conduct awareness campaign and provide tools to support transition to new standards
- SY 2013-2014 – Provide support for curriculum alignment and changes in instructional practices to new standards
- SY 2014-2015 – Continue support for instruction in new standards.
- SY 2015-2016 – Continue support for instruction in new standards.

Tools to Support Transition

- Awareness Phase
 - Standards Organizational Charts – ELA & Math
 - Guide to Reading the Standards – ELA & Math
 - Treasure Hunts - Alaska ELA and Math Standards
 - Jeopardy Review Game - new Alaska Standards
 - Measuring Text Complexity: Three Factors – ELA
 - New Math Content Standards Overview
 - Math Glossaries including K-5 operation tables
- Alaska Standards documents (ELA, Math & Literacy)
- Literacy Blueprint Crosswalk – Alaska ELA Standards Alignment Study
- Webinar Series - New Standards Overview, ELA & Math
- Teacher and Parent Guides to New Alaska Standards

Tools to Support Transition

- Transition phase
 - District Leaders Guide to the new Alaska ELA and Math Standards
 - Comparison Tools For Standards Transition (New Standards & GLEs)
 - High School Courses and Sequences Guidance – Math
 - New Alaska Standards Self-Assessment
- Webinar Series
 - Comparison Tool for Standards Transition
 - 5 Components of Rigorous Reading Instruction
 - Understanding Text Complexity – ELA
 - Reading Basal Alignment Tool – ELA
 - Math Practices Overview and Resources
 - New Math Content Standards Overview

Tools to Support Transition

- Transition and Implementation Phases
 - Webinars
 - Transition Tools Webinars
 - Content Specific Webinars
 - Conferences/Events
 - Curriculum Alignment Institute
 - Summer Literacy Institute
 - Alaska Reading Course
 - EED Conference Calendar – additional events

Assessments

- New assessments must be high-quality, aligned to the standards, and be able to measure student growth
- Timeline
 - Field test new test items and item types based on new standards in current Standards Based Assessments (SBAs) beginning with spring 2013 assessment
 - Implement new assessments based on new standards in 2015-2016
- Options
 - Participate in or use assessments created by one of the 2 assessment consortia (PARRC or Smarter Balanced)
 - Create Alaska specific assessment

English Learners

- Adopt English Language Proficiency (ELP) standards for English learners (LEP students) aligned to Alaska's new standards
 - Alaska adopted new ELP standards in 2011 based on the WIDA consortium standards
 - The current ELP standards already have a strong alignment with both English/Language Arts and content areas
 - WIDA is currently in the process of updating their standards to be aligned with the common core Language Arts and Math standards
 - Alaska will review updated WIDA standards that are aligned with the when they become available and will consider them for adoption at that time

English Learners

- Develop English language proficiency assessment aligned to ELP standards
 - Alaska implemented the ACCESS for ELLs from the WIDA Consortium as the new ELP assessment in 2012
 - Alaska will review the updated ACCESS for ELLs assessment from WIDA when it becomes available and consider it for adoption at that time

Comments on Waiver Proposal

- Submit comments and feedback by **August 21** on Alaska's waiver proposal through the online feedback form
- Link under “News & Announcements” on EED's home page: <http://education.alaska.gov>
- Questions on Principle 1:
 - Transition to new standards
 - Karen Melin, Language Arts Content Specialist, karen.melin@alaska.gov, 907-465-6536
 - Cecilia Miller, Mathematics Content Specialist, cecilia.miller@alaska.gov, 907-465-8703
 - Bjorn Wolter, Science Content Specialist, bjorn.wolter@alaska.gov, 907-465-6542
 - Assessments
 - Erik McCormick, Director of Assessment & Accountability erik.mccormick@alaska.gov

ESEA FLEXIBILITY WAIVER

Principle 2 – Accountability System

Alaska's Initial DRAFT Proposal

August 2, 2012

**Alaska Department of Education & Early
Development**

Principle 2 - Accountability & Support

Requirements for waiver:

- Accountability system for all schools
 - Provide a state developed differentiated accountability system for all schools to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for all students
- AMO targets
 - Set ambitious but achievable AMO targets for the percent of students proficient in English/Language Arts and Math; report for all students and all NCLB subgroups annually
- Incentives and supports for all Title I schools
- Build state, district, and school capacity to improve student learning in all schools

Alaska School Performance Index

- ASPI is rating system for overall performance for all schools
- Includes college and career ready indicators, with each indicator weighted in the overall score
- Based on 100 point scale
- Indicators for grades K-8 and grades 9-12
- Schools with students that cross both grade spans (including K-12) have indicators for each grade span, weighted by % of students in school in each grade span
- School receives rating from 1-star to 5-stars (highest)

Indicators for Elementary/Middle Grades K-8

Category	Weighting in Overall Score
Academic Achievement - % of all students proficient or above (average of % proficient on reading, writing and math SBAs)	35%
School Progress – growth and proficiency index score for all students group and for each primary subgroup (AN/AI, economically disadvantaged, SWDs, and LEPs)	35%
Attendance Rate (all students)	25%
Participation Rate in SBAs (all students)	5%
Total	100%

Indicators for High School Grades 9-12

Category	Weighting in Overall Score
Academic Achievement - % of all students proficient or above (average of % proficient on reading, writing and math SBAs)	20%
School Progress – growth and proficiency index score for all students group and for each primary subgroup (AN/AI, economically disadvantaged, SWDs, and LEPs)	35%
Attendance Rate (all students)	10%
Participation Rate in SBAs (all students)	5%
Graduation rate (cohort of all students)	20%
WorkKeys certificate rate (11 th graders)	8%
WorkKeys participation rate (11 th graders)	2%
Total	100%

Academic Achievement Indicator

- Based on all students group
- Average of % proficient on three tests
 - Reading
 - Writing
 - Math
- Weighted 35% for grades K-8, 20% for grades 9-12
- All students tested are included, not just “full academic year” students

Progress Indicator

- Growth and proficiency index (capped at 100 points earned)
- All students group and 4 primary subgroups:
 - AK Native/Am Indian
 - Economically disadvantaged
 - Students with disabilities
 - English learners (LEP students)
- Subgroups included if 5 or more students test in that subgroup
- Each subgroup included weighted 10% of progress score; all students group receiving remaining % of weighting
- Progress indicator weighted at 35% for all grades

Progress Indicator Example

School with 3 subgroups

Group	G&P Index Score	Weighting	Component of Progress Score
All students	86.11	.70	60.28
Econ Disadvantaged	83.66	.10	8.37
SWDs	73.17	.10	7.32
LEP	87.62	.10	8.76
School Progress Score	--	1.00	84.73

Attendance Rate

- Weighted at 25% for grades K-8, 10% for grades 9-12
 - Incentive for attendance ≥ 90

Attendance rate	Points
96-100	100
93-95	95
90-92	80
85-89	50
Below 85	0

Graduation Rate

- Use higher of 4-year or 5-year cohort rate (required graduation rate formula)

4 year rate	5 year rate	Points
98-100	98-100	100
90-97	93-97	95
85-89	89-92	90
80-84	85-88	70
70-79	80-84	50
60-69	70-79	25
50-59	60-69	10
Below 50	Below 60	0

WorkKeys Certificate Rate

- Points earned for each certificate level attained by 11th graders
- Total certificate points divided by # of 11th graders tested

WorkKeys Certificate Earned	Points
Gold or Platinum	100
Silver	95
Bronze	80

Participation Rate

- SBAs weighted at 5% for all grades
- WorkKeys weighted at 2% for 11th graders who take test

Participation Rate	Points
95-100	100
90-94	50
0-89	0

Sample ASPI Chart K-8 School

Anytown Elementary School		#	%
	Students in grades K-8	502	100.0%
	Students in grades 9-12	0	0.0%
Grades K-8			
Category	Points Earned	Weight	Weighted points
Academic Achievement - % of all students proficient or above (average of % proficient on reading, writing and math SBAs)	63.5	35%	22.23
School Progress – growth and proficiency index score for all students group and for each primary subgroup (AN/AI, economically disadvantaged, SWDs, and LEPs)	93.98	35%	32.89
Attendance Rate (all students)	85	25%	21.25
Participation Rate in SBAs (all students)	100	5%	5.00
Total		100%	81.37
ASPI Overall Score			81.37
Star Rating			***

Sample ASPI Chart High School

Anytown High School		#	%
Students in grades K-8		0	0.0%
Students in grades 9-12		2211	100.0%
Grades 9-12			
Category	Points earned	Weight	Weighted points
Academic Achievement - % of all students proficient or above (average of % proficient on	60.82	20%	12.16
School Progress – growth and proficiency index score for all students group and for each primary subgroup (AN/AI, economically disadvantaged, SWDs, and LEPs)	86.38	35%	30.23
Attendance Rate (all students)	50.00	10%	5.00
Participation Rate in SBAs (all students)	100.00	5%	5.00
Graduation rate (cohort of all students)	50.00	20%	10.00
WorkKeys certificate rate (11th graders)	73.53	8%	5.88
WorkKeys participation rate (11th graders)	50.00	2%	1.00
Total		100%	69.28
ASPI Overall Score			69.28
Star Rating			***

Sample ASPI Chart K-12 grades

Anytown K-12 School		#	%
	Students in grades K-8	132	77.2%
	Students in grades 9-12	39	22.8%
Grades K-8			
Category	Points Earned	Weight	Weighted points
Academic Achievement - % of all students proficient or above (average of % proficient on reading, writing and math SBAs)	28.06	35%	9.82
School Progress – growth and proficiency index score for all students group and for each primary subgroup (AN/AI, economically disadvantaged, SWDs, and LEPs)	80.19	35%	28.07
Attendance Rate (all students)	100	25%	25.00
Participation Rate in SBAs (all students)	100	5%	5.00
Total		100%	67.89
Grades 9-12			
Category	Points earned	Weight	Weighted points
Academic Achievement - % of all students proficient or above (average of % proficient on reading, writing and math SBAs)	10.42	20%	2.08
School Progress – growth and proficiency index score for all students group and for each primary subgroup (AN/AI, economically disadvantaged, SWDs, and LEPs)	76.59	35%	26.81
Attendance Rate (all students)	0.00	10%	0.00
Participation Rate in SBAs (all students)	100.00	5%	5.00
Graduation rate (cohort of all students)	70.00	20%	14.00
WorkKeys certificate rate (11th graders)	24.00	8%	1.92
WorkKeys participation rate (11th graders)	100.00	2%	2.00
Total		100%	51.81
ASPI Overall Score			64.22
Star Rating			**

Summary of ASPI Scores & Ratings

Summary counts	# all schools	% of all schools	ASPI range	Rating	# EM	% EM	# HS	% HS	# K12	% K12	# Title I schools	% Title I in star rating
Lowest 10%	51	10.1%	less than 55	*	2	3.9%	15	29.4%	34	66.7%	33	64.7%
Next Lowest 10%	51	10.1%	55 - 64.99	**	3	5.9%	2	3.9%	46	90.2%	43	84.3%
Next range	179	35.4%	65 - 84.99	***	53	29.6%	25	14.0%	101	56.4%	119	66.5%
Next Range	167	33.0%	85 - 93.99	****	117	70.1%	13	7.8%	37	22.2%	76	45.5%
Highest range	58	11.5%	94 - 100	*****	47	81.0%	0	0.0%	11	19.0%	15	25.9%
Total all schools	506	100.0%			222		55		229		286	56.5%

Key

Schools with only grades K-8 EM

Schools with only grades 9-12 HS

Schools with both EM & HS K12

Note: Data based on 2011 test data; final proposal and cut points will be based on 2012 test data.

Comparison of Stars and AYP

# Schools in each category compared to AYP levels						
Proposed ASPI Star Ratings	AYP levels based on 2011 data					
	0	1	2	3	4	5
1 star	5	3	6	5	2	30
2 stars	2	7	3	5	5	29
3 stars	63	39	10	13	8	46
4 stars	81	30	18	17	4	17
5 stars	52	4	0	1	0	1

Note: Data based on 2011 test data; final proposal and cut points will be based on 2012 test data.

AMO Targets

- Reduce by $\frac{1}{2}$ the percentage of students (all students and each traditional NCLB subgroup) who are not proficient in equal increments within six years in: reading, writing, and mathematics
- Set for state as a whole and for each individual school – school meets AMO target if either state target or school target is reached
- Used for reporting progress on AMOs and for identification of schools not closing gaps for subgroups
- Must use 2011-2012 data as baseline year
- If waiver is approved, will be used for 2012-2013 tests

AMO Calculation Example

78.3	Baseline Year % Prof or Advanced
21.6	% Not proficient
10.8	Amount to reduce by 1/2 over 6 years
1.8	Equal increment
80.1	1st year target
81.9	2nd year target
83.7	3rd year target
85.5	4th year target
87.3	5th year target
89.1	6th year target

Sample State AMOs

Subject	Demographic Value	Baseline %	Sample State AMO Targets based on 2011 test data					
		Prof/Adv	1st YR	2nd YR	3rd YR	4th YR	5th YR	6th YR
Reading	All Students	78.3	80.1	81.9	83.7	85.5	87.3	89.1
Writing	All Students	74.2	76.4	78.5	80.7	82.8	85.0	87.2
Mathematics	All Students	68.7	71.3	73.9	76.5	79.1	81.7	84.4
Reading	Low Income	67.7	70.4	73.1	75.8	78.5	81.2	83.9
Writing	Low Income	62.9	66.0	69.1	72.2	75.3	78.4	81.5
Mathematics	Low Income	57.6	61.1	64.7	68.2	71.7	75.3	78.8
Reading	Students with Dis	41.1	46.0	50.9	55.8	60.7	65.6	70.6
Writing	Students with Dis	37.4	42.6	47.8	53.1	58.3	63.5	68.7
Mathematics	Students with Dis	32.6	38.2	43.8	49.5	55.1	60.7	66.3
Reading	LEP students	30.3	36.1	41.9	47.7	53.5	59.3	65.2
Writing	LEP students	29.1	35.0	40.9	46.8	52.7	58.6	64.5
Mathematics	LEP students	28.5	34.5	40.4	46.4	52.3	58.3	64.3

Sample State AMOs

Subject	Demographic Value	% Prof/Adv						
		1st YR	2nd YR	3rd YR	4th YR	5th YR	6th YR	
Reading	AK Native /Am Indian	56.8	60.4	64.0	67.6	71.2	74.8	78.4
Writing	AK Native /Am Indian	51.7	55.7	59.8	63.8	67.8	71.8	75.9
Mathematics	AK Native /Am Indian	49.6	53.8	58.0	62.2	66.4	70.6	74.8
Reading	African American	70.6	73.0	75.5	77.9	80.4	82.8	85.3
Writing	African American	65.6	68.5	71.3	74.2	77.1	79.9	82.8
Mathematics	African American	54.0	57.8	61.7	65.5	69.3	73.1	77.0
Reading	Asian/Pacific Islander	72.5	74.8	77.1	79.4	81.7	84.0	86.3
Writing	Asian/Pacific Islander	72.7	75.0	77.3	79.5	81.8	84.1	86.4
Mathematics	Asian/Pacific Islander	67.1	69.8	72.6	75.3	78.1	80.8	83.6
Reading	Hispanic	78.1	79.9	81.8	83.6	85.4	87.2	89.1
Writing	Hispanic	73.7	75.9	78.1	80.3	82.5	84.7	86.9
Mathematics	Hispanic	65.1	68.0	70.9	73.8	76.7	79.6	82.6
Reading	Multi-Ethnic	80.8	82.4	84.0	85.6	87.2	88.8	90.4
Writing	Multi-Ethnic	75.6	77.6	79.7	81.7	83.7	85.8	87.8
Mathematics	Multi-Ethnic	69.6	72.1	74.7	77.2	79.7	82.3	84.8
Reading	Caucasian	88.7	89.6	90.6	91.5	92.5	93.4	94.4
Writing	Caucasian	84.4	85.7	87.0	88.3	89.6	90.9	92.2
Mathematics	Caucasian	78.5	80.3	82.1	83.9	85.6	87.4	89.2

Incentives & Supports - All Schools

- All schools and districts have support at universal level from State System of Support (SSOS)
- State reviews schools in all star ratings
- Schools with 3 to 5 stars with subgroup achievement gaps required to create plan to address specific areas – district responsibility to oversee school plans

Highest Performing Schools

- Reward schools - 2 categories
- Select top 5 (or 5%) by ASPI score in each school type – E/M, HS, or K12
 - Highest performing
 - Must meet AMO targets for 2 years
 - Must have graduation rate $\geq 85\%$ for 2 years
 - High progress
 - G&P index must be ≥ 95 for all students and in each subgroup
 - Graduation rate $\geq 85\%$ for 2 years

Recognition for Reward Schools

- All reward schools
 - Announcement on EED website, through Information Exchange, and press releases
 - Letters/certificates from commissioner and/or governor
 - Possibly legislative proclamations, special logo to use, recognition at local events
 - Encouraged to serve as models or mentors for other schools

Title I Reward Schools

- Title I schools with $\geq 35\%$ poverty may apply for Title I Distinguished Schools program
- Winning school in each category receives recognition at National Title I Conference as well as any appropriate state conferences or meetings
 - Supported financially to attend national conference (as resources allow to allow)

Lowest Performing Schools

- State performs desk audit (review of data) of schools with 1- and 2-star ratings
 - ASPI score
 - Growth & proficiency index for subgroups
 - AMO targets
 - Graduation rate
- State reviews performance of district through levels of schools in district

Consult with districts

- EED SSOS team leadership consults with district superintendent and key staff
- Review levels of implementation of six domains of Alaska's Effective Schools Framework
- Consideration of previous school progress, improvement initiatives, intervention, etc.
- Based on consultation, EED determines level of support & interventions needed in 1- and 2-star schools and districts with 1- and 2-star schools

Title I Priority Schools

- Lowest performing 5% of Title I schools – 14 schools
 - From the list of Title I schools with a 1-star rating, sort all schools from highest to lowest ASPI score.
 - Within this list, choose the 14 priority schools based on examination of the SBA proficiency rates, growth index scores, other schools identified in the same district, schools with previous SIG grants or state intervention, size and characteristics, and data from desk audit and conversations with superintendent.
- Must implement, for at least 3 years, meaningful interventions aligned with turnaround principles
- Turnaround principles will be aligned with the 6 domains of Alaska's Effective Schools Framework

Turnaround Principles

- Ensure **strong leadership** by replacing the principal or demonstrate principal effectiveness;
- ensure **effective teachers** by reviewing quality of staff and retaining those determined to be effective and providing professional development;
- Redesign school day, week or year to provide **additional time for student learning and teacher collaboration**;
- ensure research-based and aligned **instructional programs**;
- use student **data to inform instruction**;
- establish **positive school environment**; and
- provide mechanisms for **family and community engagement**

Consequences & Supports for Priority Schools

- Use AK STEPP for comprehensive turnaround plan aligned with 6 domains of AK Effective Schools Framework
- Intensive level of support/intervention from SSOS
- On-site coach (1 week per month)
- Participation in initiatives such as Leadership Academy, Curriculum Alignment Institutes, Principal and Teacher Mentoring
- Funding through SIG 1003g funds, School Improvement 1003a, and 20% Title I allocation in lieu of SES/Choice

Exiting Priority Status

- Requirements to exit:
 - Improve at least 5 points on ASPI index
 - Have G&P index of at least 85 for all students and each primary subgroup
- If not meet exit criteria after 3 years:
 - Continue in priority status
 - Increased oversight & intervention by EED

Title I Focus Schools

- Title I schools with low performance or achievement gaps – 10% or 28 schools
- After the identification of the Title I priority schools, from the remaining list of Title I schools with a 1-star or 2-star rating, sort all schools from highest to lowest ASPI score.
- Within this list, choose the 28 Title I focus schools based on examination of the SBA proficiency rates, growth index scores, other schools identified in the same district, schools with previous SIG grants or state intervention, size and characteristics, and data from desk audit and conversations with superintendent.

Consequences & Supports

- Focus Schools have targeted level of support from SSOS
- Use of AK STEPP for plan of improvement for focusing on specific subgroups of concern and for specific indicators including curriculum, instruction, assessment, and professional development.
- Make school improvement funds available from Title IA, 1003(a).
- Require district to use up to 20% as a district set-aside from its Title I allocation to serve focus schools (in lieu of the set-aside required for SES and school choice).
- Make content support available from SSOS content program managers.
- Provide support for ELL or SWD student subgroups through additional resources and professional development through contracts with external partners for specific areas of need.

Exiting Focus Status

- A focus school must implement interventions until the school has met the exit criteria. In order to exit focus status, the school must show improvement in the growth and proficiency index in the all students group and in any specific subgroups scores in which the school was identified as a focus school. If the school was identified as a focus school for a graduation rate less than 60%, then the graduation rate must improve to greater than 60%.

NCLB Provisions Waived

- If Alaska's proposal is approved, the following provisions of the current law will be waived:
 - Alaska will not report whether schools have made adequate yearly progress (AYP).
 - Alaska will not identify schools under the current labels of improvement, corrective action, or restructuring.
 - Alaska will not identify districts for improvement or corrective action.
 - Alaska will no longer require the consequences in the current law for schools in improvement, corrective action or restructuring.
 - Alaska will no longer require schools to offer public school choice or supplemental educational services (SES) in schools identified for improvement. Districts may offer these options to parents if desired.

NCLB Provisions Waived

- Alaska will no longer require districts to set-aside 20% of their Title I allocation to provide SES or transportation to schools of choice. These funds may instead be used, as needed, to provide support to schools identified as Title I priority or focus schools.
- Alaska will no longer require the district to use 10% of its Title I allocation for professional development for a district in corrective action.

Comments on Waiver Proposal

- Submit comments and feedback by **August 21** on Alaska's waiver proposal through the online feedback form
- Link under “News & Announcements” on EED's home page: <http://education.alaska.gov>
- Questions on Principle 2?
 - Margaret MacKinnon, margaret.mackinnon@alaska.gov
 - Erik McCormick, erik.mccormick@alaska.gov
 - Paul Prussing, paul.prussing@alaska.gov

ESEA FLEXIBILITY WAIVER

Principle 3 – Supporting Effective Instruction and Leadership

Alaska's Initial DRAFT Proposal

August 2, 2012

Alaska Department of Education & Early Development

Principle 3 – Supporting Effective Instruction and Leadership

Requirements for ESEA Waiver Principle 3:

- Develop and adopt state guidelines for local teacher and principal evaluation and support systems
- Ensure districts implement teacher and principal evaluation and support systems that are consistent with state guidelines
- Support teacher and principal effectiveness beyond the current highly qualified teacher requirements

Guidelines for Teacher & Principal Evaluation Systems

Teacher and principal evaluation systems must:

- be used for continual improvement of instruction;
- differentiate performance with at least 3 levels;
- include as a significant factor data on student learning growth for all students (including English Learners and students with disabilities), and other measures of professional practice;
- evaluate teachers and principals on a regular basis;
- provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and
- be used to inform personnel decisions.

Preparation for Evaluation Proposals

- Teacher Quality Working Group (TQWG) meeting since 2010-2011 made recommendations to the State Board of Education in March, 2012
- TQWG includes representatives from districts, higher education, NEA Alaska, Cook Inlet and EED
- Proposed regulations for teacher & principal evaluations were presented to State Board at June, 2012
- Regulations now out for public comment (comments due by November 2, 2012)

Regulations Proposed

- Proposed regulations will update state guidelines for teacher and principal evaluation systems. Districts will use state guidelines in designing their systems of teacher and principal evaluations.
 - Board opened period of public comment on proposed regulations changes in June, 2012.
 - Public comment period until end of November 2012.
 - <http://www.eed.state.ak.us/regs/>
 - Adoption of regulations scheduled December 2012.

Elements of Evaluation System

- Purpose
 - (1) helps the teacher or administrator grow professionally;
 - (2) is intended to improve the effectiveness of instruction at the school; and
 - (3) relates to the future employment of the teacher or administrator.
- Use of nationally-recognized evaluation framework aligned to Alaska professional content and performance standards
- Four performance levels – exemplary, proficient, basic, or unsatisfactory
- Plan of professional growth or plan of improvement required for unsatisfactory or basic levels of performance

Required Elements

- Report data on the number and percentage of teachers and administrators in the district at each of the performance levels
 - Reporting of aggregate information to EED begins July 1, 2016
- Incorporation of student learning data into system required begins July 1, 2015
 - Student learning data accounts for 20 percent of a teacher or administrator's overall performance rating (July 1, 2017)

Timeline for implementation

- **2012-2013:** Pilot districts identified, guidance drafted, EED works with districts on incorporating student learning data
- **2013-2014:** Pilot districts begin use of student learning data, all districts review and revise evaluation systems
- **2014-2015:** District adoption of new evaluation system by October 1, 2014

Timeline for implementation continued

- **2015-2016:** Districts begin use of student learning data in evaluations
- **2016-forward:** Student learning data used in evaluations
- **July 1, 2016:** Reporting of aggregate information to EED begins
- **July 1, 2017:** Student learning data accounts for 20 percent of a teacher or administrator's overall performance rating

Comments on Waiver Proposal

- Submit comments and feedback by **August 21** on Alaska's waiver proposal through the online feedback form
- Link under "News & Announcements" on EED's home page: <http://education.alaska.gov>
- Questions on Principle 3:
 - Sondra Meredith, sondra.meredith@alaska.gov

Organization Participants in ESEA Flexibility Webinars

August 13-16, 2012

Anchorage School District
Chugach School District
Fairbanks School District
Fairbanks SD
Kenai School District
Lower Kuskokwim School District
Matanuska-Susitna School District
Mt. Edgecumbe School District
NEA-Alaska Executive Staff
NEA-Alaska Officers
Pribilof School District
Sitka School District
SW Region School District
University of Alaska K-12 Outreach Office
University of Alaska Southeast Chancellor

ESEA Waiver Stakeholder Outreach Plan

Principle			Stakeholder Group	Activity/Event
I	II	III		
X	X	X	ALL	ESEA Waiver Webinars series (8/12)
X	X	X	Superintendents	AASA Summer Conference (7/12)
X			District Office	Standards Fall Update (8/12)
X	X			Standards Transition Webinar series (9-10/12)
X	X		Assessment	Test Coordinator Training (9/12 and 2/13)
X		X	Principals	Fall Principals Conference (10/12)
X				Standards Transition Webinar series (10-11/12)
X		X	Teachers	NEA Professional Development Conference (10/12)
X				Standards Awareness webinar series (10-11/12)
X				ASTE Conference
X		X	Higher Ed	Teacher Quality Working Group (10-11/12)
X				Professional Development (Title IIA/B) grant meetings
X	X		Community	Alaska Legislature (2-4/12)
X				Rotary and Chamber of Commerce meetings (12/12)
X			Parents	Parent Brochures and publications (10-11/12)
X				PTA Convention (4/12)
X			Special Education	Special Education Directors Conference (9/12)
X			English Language Learners	Regional Academic Language Workshop (10/12)
X				ELP Standards Professional Development (11/12)
X			Career and Technical Educators	ACTE Fall PDC (10/12)
X				Feb – CTE Conference (2/12)
X			EED Providers	AACP, ASMP, SSOS webinar (9/12)
X				AACP Academy (11/12)
X				SSOS Coaches Meeting (11/12)
X			Ed Orgs – AASB; PD Providers: ASDN, and all Consortiums (e.g. Arts, Math, Science and Writing)	AASB Academy (12/12)
X				Standards Webinar for Alaska PD providers (12/12)
X		X		Professional Development Forum (4/13)
X			Teacher Leader Orgs – ACTM, ASLA and ASTA	ASLA Summit (10/12)
X				ACTM Meeting (11/12)

Alaska Reading, Writing, and Mathematics Standards Revision Process

- February 2010 – hosted stakeholder meeting to compare draft of Common Core Standards to Alaska GLEs
- June 2010 – hired a consultant to be directly involved with the Common Core Standards to facilitate meetings with stakeholder groups and support a transitional plan for EED
- October 2010 – hosted table leaders from February meeting to compared the final version of the Common Core Standards to Alaska GLEs
- November 17-18, 2010 – hosted a stakeholder meeting including representatives from university campuses in the state, industry, and high school of reading/writing (literature and composition) and mathematics to discuss college and career readiness.
- January 25- 26, 2011 - hosted a stakeholder meeting including representatives from middle and high school of reading and writing to discuss impact of rigorous standards on high school transitions
- February 15-16, 2011 – hosted a stakeholder meeting including representatives from middle and high school of mathematics to discuss impact of rigorous standards on high school transitions
- June 7-9, 2011 - content coaches in reading and writing from the State System of Support Team clarified, revised, and vertically aligned the standards based on the feedback from stakeholders to create the first draft of the Alaska Standards
- October 11-12, 2011 – stakeholders comprised of math, reading, and writing content area teachers and CTE instructors reviewed and edited the drafted standards
- November 15-16, 2011 – stakeholders met for second review and edit of drafted reading, writing, and mathematics standards. Librarians were included in the review and offered feedback for literature samples
- December 2011 – Provided new reading and writing standards to the Alaska State Board; new Alaska Standards released for public comment
- March 30, April, 9-10, April 24-25, 2012 – public meetings and open houses were conducted in several locations across the state stakeholders reviewed and commented on new reading, writing, and mathematics standards including representatives from business/industry, post-secondary and community members
- June 2012 – Alaska State Board adopted new reading, writing, and mathematics standards

Alaska’s position on the common core standards

The National Governors Association and the Council of Chief State School Officers began an initiative in June 2009 to develop a set of standards in the *core subjects* of language arts and math that would be *common to all states*. These are the “common core state standards.”

Alaska, along with Texas, did not sign the states’ memorandum of agreement with the NGA and CCSSO. However, Alaska has continually monitored the process, reviewed the results, and will continue to evaluate the Common Core standards in relation to our current state standards.

Our reasons for not signing the MOA:

- Alaska should be the entity that decides when to re-set its standards and how to spend its education funds.
- The states played only a small role in writing the common core standards.
- The memorandum of agreement imposed limitations on states, requiring that the standards be adopted whole with restrictions on states’ ability to add their own standards.
- We wanted to review the final standards before making any commitments.

We are actively analyzing the common core standards and Alaska’s standards:

The Alaska Department of Education & Early Development, Alaska educators and industry representatives are engaging in a process to enhance the rigor of Alaska’s content and performance standards. The primary focus will be to identify what is best for students.

As the state implements the Alaska Performance Scholarship, it is vital that state standards and assessments provide a platform for rigorous curricula and high achievement in the schools.

Alaska’s standards review will include access to the new nationwide Common Core Standards in reading, writing and math for each grade from kindergarten to 12, and the new nationwide College-Ready and Career-Ready Standards, which define what students must know and be able to do to be ready for college or careers. The review also will consider other states’ standards, national and international assessments, and standards from professional associations.

In February 2010, the department compared a draft version of the Common Core Standards to our state standards, using some of Alaska’s most experienced educators. In October 2010, several of these same educators were brought back together to complete a review of the final version of the Common Core Standards.

In November 2010, the department brought together K-12 educators, postsecondary educators, and industry representatives to ensure our current standards give students the foundation to obtain college-ready and career-ready skills.

Below is a summary of the activities the department has planned for continued evaluation of the common core in relation to our State Standards:

Examine the differences between the Common Core Standards and Alaska's standards in greater detail, with input from teachers of students with disabilities and of students who are limited English-proficient. Examine the consequences for districts and the state in greater detail and identify the necessary transitions. Present the findings to the department's Assessment Advisory Panel and Technical Advisory Committee.

Widen the review to include representatives from high schools, higher education and industry, with a focus on what students need for college-readiness and career-readiness – defined as a skill level that does not require remediation in postsecondary or on the job. Perform a further review with middle school and high school teachers, so that our standards will place students on track for college-readiness and career-readiness.

Based on this extensive review, the department will be able to make an informed decision based on input from Alaskans.

In conclusion:

- Our participation in the common core initiative has been no less than many of the signatory states.
- Alaska is not precluded from adopting the common core standards, in whole or part. We are actively reviewing our standards with the intention of meeting the need for college-ready and career-ready standards

STATE OF ALASKA

Department of Education & Early Development *Assessments and Accountability*

SEAN PARNELL, GOVERNOR

Goldbelt Place
801 West 10th Street, Suite 200
PO Box 110500
Juneau, Alaska 99811-0500
(907) 465-8686
(907) 465-8400 Fax
erik.mccormick@alaska.gov

August 10, 2010

«First» «Last»
«Title»
«Company»
«Company2»
«Address»
«City», AK «Zip»

Dear «Salutation» «Last»:

The Alaska Department of Education & Early Development is hosting a meeting with representation from the universities, vocational programs, industries and high schools throughout our state to outline and refine Alaska's Content Standards in language arts and mathematics in terms of college and career ready. We invite you to nominate individuals from your staff to be a part of that meeting.

Many states are working together to identify college and career ready standards. The Common Core State Standards Initiative is a state-led effort to establish a shared set of clear educational standards for English language arts and mathematics that states can voluntarily adopt. These standards are designed to ensure that students graduating from high school are prepared to go to college or enter the workforce and that parents, teachers, and students have a clear understanding of what is expected of them. States have been asked to develop and adopt standards in English language arts and mathematics that build toward college- and career-readiness. Alaska accepts this challenge and seeks your support.

Multiple stakeholder groups will be convened over the course of the year to support the work for defining college and career ready standards. By spring 2011, the department will make a recommendation to the Alaska State Board of Education & Early Development. The first stakeholder meeting of university, vocational programs, industry, and high school participants is scheduled for fall 2010. The tentative dates are November 17 and 18, 2010, in Anchorage.

It is our hope that you will select someone on your staff to coordinate with the department. Once we have a point of contact, an audio conference can be scheduled and recruitment of participants formulated. Please find the enclosed recruitment bulletin and application to participate which describe the activities and qualifications to be eventually distributed to participants. Your immediate delegation of a point of contact is critical to our success.

If you have any questions or concerns, please do not hesitate to contact me directly.

Sincerely,



Erik McCormick
Director

Enclosures

STATE OF ALASKA

Department of Education & Early Development
Office of the Commissioner

SEAN PARNELL, GOVERNOR

*Goldbelt Place
801 West 10th Street, Suite 200
PO Box 110500
Juneau, Alaska 99811-0500
(907) 465-2800 Phone
(907) 465-8400 Fax
Mike.Hanley@alaska.gov*

March 14, 2012

(Inside address)

Dear _____ :

As a member of the business community and future employer of Alaska's high school graduates, I invite you to provide valuable input on our state's proposed English/Language Arts and Mathematics standards. The proposed standards were designed to ensure that students graduate from high school prepared to enter college and/or the workforce. A variety of stakeholders have been involved in a two-year process to draft the proposed standards.

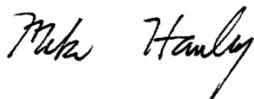
To ensure Alaska's high school graduates are prepared for further training and a successful career especially in an increasingly global economy, the department seeks additional input from employers and community members on the proposed standards.

Please join me in Juneau for a continental breakfast and a half-day work session that will provide you an overview of the proposed Alaska standards for English/Language arts and math as well as provide an opportunity for you to provide feedback. Information from this meeting and others like it will become part of the public comment provided to the State Board of Education & Early Development at its June, 2012, board meeting.

Meeting Date: Friday, March 30, 2012
Location: Goldbelt Building, 801 West 10th Street, First floor
Time: 7:30 am - noon

For your planning purposes, an agenda is attached. In order for us to provide enough materials for the meeting, please RSVP to Cordova Lewis at cordova.lewis@alaska.gov by Wednesday, March 21, 2012, or 907-465-8434.

Sincerely,



Mike Hanley
Commissioner

Attachment



Proposed Alaska College & Career Ready K12 Standards What Do Students Need to Succeed?

State Board of Education & Early Development Room – Suite 100
Goldbelt Building - 801 W. 10th Street, Juneau, AK

March 30, 2012 Agenda

Purpose: All Alaskans want to ensure our high school graduates are ready to succeed – without remediation - at their next level of education and training, whether it is at college, apprenticeship or on the job. This meeting is designed to collect employer and business input to the proposed English/Language Arts and Mathematics standards for high school graduation.

Time	Agenda
7:30	Coffee & Continental Breakfast
8:00	Welcome & Purpose
	Introductions & Agenda Overview
8:15	Standards Overview
8:30	Modeling the Process
9:00	Session I - Review of Proposed Standards <ul style="list-style-type: none"> • Reading/Writing • Speaking/Listening • Mathematics
9:45	Session II - Review of Proposed Standards
10:25	Break
10:40	Session III - Review of Proposed Standards
11:20	Report out to entire group
11:40	Comments, questions & next steps
12:00	Adjourn

STATE OF ALASKA

Department of Education & Early Development
Office of the Commissioner

SEAN PARNELL, GOVERNOR

*Goldbelt Place
 801 West 10th Street, Suite 200
 PO Box 110500
 Juneau, Alaska 99811-0500
 (907) 465-2800 Phone
 (907) 465-8400 Fax
 Mike.Hanley@alaska.gov*

March 29, 2012

«col_firstname» «col_lastname»
 «Corporation»
 «col_address1»
 «col_city», AK «col_zip»

Dear «Salu» «col_lastname»:

As a member of the business community and future employer of Alaska's high school graduates, I invite you to provide valuable input on our state's proposed English/Language Arts and Mathematics standards. The proposed standards were designed to ensure that students graduate from high school prepared to enter college and/or the workforce. A variety of stakeholders have been involved in a two-year process to draft the proposed standards.

To ensure Alaska's high school graduates are prepared for further training and a successful career especially in an increasingly global economy, the department seeks additional input from employers and community members on the proposed standards.

Please join me in Anchorage for lunch and a half-day work session that will provide you an overview of the proposed Alaska standards for English/Language arts and math as well as provide an opportunity for you to provide feedback. Information from this meeting and others like it will become part of the public comment provided to the State Board of Education & Early Development at its June, 2012, board meeting.

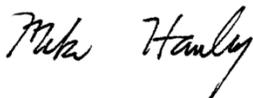
Meeting Date: Tuesday, April 10, 2012

Location: Aspen Room at the Hilton Downtown, 500 West 3rd Avenue

Time: 1:00 – 5:00 pm

For your planning purposes, an agenda is attached. In order for us to provide enough materials for the meeting, please RSVP to Kari Quinto at kari.quinto@alaska.gov by Friday, April 6, 2012, or (907) 465-8436.

Sincerely,



Mike Hanley
 Commissioner

Attachment



Proposed Alaska College & Career Ready K12 Standards What Do Students Need to Succeed?

Aspen Room at the Hilton Downtown
500 West 3rd Avenue, Anchorage, AK

April 10, 2012 Agenda

Purpose: All Alaskans want to ensure our high school graduates are ready to succeed – without remediation - at their next level of education and training, whether it is at college, apprenticeship or on the job. This meeting is designed to collect employer and business input to the proposed English/Language Arts and Mathematics standards for high school graduation.

Time	Agenda
1:00	Welcome & Purpose
	Introductions & Agenda Overview
1:15	Standards Overview
1:30	Modeling the Process
2:00	Session I - Review of Proposed Standards <ul style="list-style-type: none"> • Reading/Writing • Speaking/Listening • Mathematics
2:45	Session II - Review of Proposed Standards
3:25	Break
3:40	Session III - Review of Proposed Standards
4:20	Report out to entire group
4:40	Comments, questions & next steps
5:00	Adjourn

STATE OF ALASKA

Department of Education & Early Development
Office of the Commissioner

SEAN PARNELL, GOVERNOR

Goldbelt Place
801 West 10th Street, Suite 200
PO Box 110500
Juneau, Alaska 99811-0500
(907) 465-2800 Phone
(907) 465-8400 Fax
Mike.Hanley@alaska.gov

April 16, 2012

«Fname» «Lname»
«Worksite_location»
«Mailaddress»
«Mailcity», AK «Mailzip»

Dear «Salu» «Lname»:

As a member of the business community and future employer of Alaska's high school graduates, I invite you to provide valuable input on our state's proposed English/Language Arts and Mathematics standards. The proposed standards were designed to ensure that students graduate from high school prepared to enter college and/or the workforce. A variety of stakeholders have been involved in a two-year process to draft the proposed standards.

To ensure Alaska's high school graduates are prepared for further training and a successful career especially in an increasingly global economy, the department seeks additional input from employers and community members on the proposed standards.

Please join me in Fairbanks for lunch (catered by Garden Island Deli) and a half-day work session that will provide you an overview of the proposed Alaska standards for English/Language arts and math as well as provide an opportunity for you to provide feedback. Information from this meeting and others like it will become part of the public comment provided to the State Board of Education & Early Development at its June, 2012, board meeting.

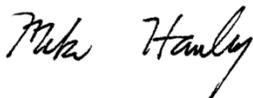
Meeting Date: Tuesday, April 24, 2012

Location: Fairbanks Borough Assembly Chambers, 809 Pioneer Road

Time: 12:30 – 4:30 pm

For your planning purposes, an agenda is attached. In order for us to provide enough materials for the meeting, please RSVP to Cordova Lewis at cordova.lewis@alaska.gov by Friday, April 20, 2012, or (907) 465-8434.

Sincerely,



Mike Hanley
Commissioner

Attachment



Proposed Alaska College & Career Ready K12 Standards What Do Students Need to Succeed?

Fairbanks Borough Assembly Chambers
809 Pioneer Road, Fairbanks, AK

April 24, 2012 Agenda

Purpose: All Alaskans want to ensure our high school graduates are ready to succeed – without remediation - at their next level of education and training, whether it is at college, apprenticeship or on the job. This meeting is designed to collect employer and business input to the proposed English/Language Arts and Mathematics standards for high school graduation.

Time	Agenda
12:30	Welcome & Purpose
	Introductions & Agenda Overview
12:45	Standards Overview
1:00	Modeling the Process
1:30	Session I - Review of Proposed Standards <ul style="list-style-type: none"> • Reading/Writing • Speaking/Listening • Mathematics
2:15	Session II - Review of Proposed Standards
2:30	Break
2:45	Session III - Review of Proposed Standards
3:30	Report out to entire group
4:10	Comments, questions & next steps
4:30	Adjourn

STATE OF ALASKA

Department of Education & Early Development
Office of the Commissioner

SEAN PARNELL, GOVERNOR

*Goldbelt Place
 801 West 10th Street, Suite 200
 PO Box 110500
 Juneau, Alaska 99811-0500
 (907) 465-2800 Phone
 (907) 465-8400 Fax
 Mike.Hanley@alaska.gov*

April 13, 2012

«Fname» «Lname»
 «Worksite_location»
 «Mailaddress»
 Bethel, AK 99559

Dear «Salu» «Lname»:

As a member of the business community and future employer of Alaska's high school graduates, I invite you to provide valuable input on our state's proposed English/Language Arts and Mathematics standards. The proposed standards were designed to ensure that students graduate from high school prepared to enter college and/or the workforce. A variety of stakeholders have been involved in a two-year process to draft the proposed standards.

To ensure Alaska's high school graduates are prepared for further training and a successful career especially in an increasingly global economy, the department seeks additional input from employers and community members on the proposed standards.

Please join me in Bethel for breakfast and a half-day work session that will provide you an overview of the proposed Alaska standards for English/Language arts and math as well as provide an opportunity for you to provide feedback. Information from this meeting and others like it will become part of the public comment provided to the State Board of Education & Early Development at its June, 2012, board meeting.

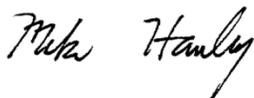
Meeting Date: Thursday, April 26, 2012

Location: The Yuut, 610 Akiachak Street

Time: 7:30 am - noon

For your planning purposes, an agenda is attached. In order for us to provide enough materials for the meeting, please RSVP to Cordova Lewis at cordova.lewis@alaska.gov by Monday, April 23, 2012, or 907-465-8434.

Sincerely,



Mike Hanley
 Commissioner

Attachment



Proposed Alaska College & Career Ready K12 Standards What Do Students Need to Succeed?

Yuut Elitnaurviat – The People’s Learning Center
610 Akiachak Street - Bethel, Alaska

April 26, 2012 Agenda

Purpose: All Alaskans want to ensure our high school graduates are ready to succeed – without remediation - at their next level of education and training, whether it is at college, apprenticeship or on the job. This meeting is designed to collect employer and business input to the proposed English/Language Arts and Mathematics standards for high school graduation.

Time	Agenda
7:30	Coffee & Breakfast
8:00	Welcome & Purpose
	Introductions & Agenda Overview
8:15	Standards Overview
8:30	Modeling the Process
9:00	Session I - Review of Proposed Standards <ul style="list-style-type: none"> • Reading/Writing • Speaking/Listening • Mathematics
9:45	Session II - Review of Proposed Standards
10:25	Break
10:40	Session III - Review of Proposed Standards
11:20	Report out to entire group
11:40	Comments, questions & next steps
12:00	Adjourn

Date	Task	Costs	Audience	Location	Purpose
December 2011- July 2012	Validity Study	\$110,000	University instructors working with first year students; career tech programs (AVTEC, NACTEC, etc.)	Anchorage, EED	Analyze the degree to which new AK standards represent knowledge and skills necessary to succeed in entry-level courses in institutes of higher education (IHE) and career and technical education (CTE) programs.
December 2011- March 2012	New Standards FAQ's and introductory materials	\$0	Statewide	EED	Ongoing website development for posting information. Handouts for distributions at appropriate meetings.
December 30, 2011	Schedule all teaching and learning staff (TLS) for introduction to new standards.	\$0	Teaching and Learning Support staff	EED	Identify groups to receive update and overall awareness. Identify group of individuals who will introduce new standards and require some training.
January 2012- March 2012 (possibly June 2012)	Transition Guidance	\$0 (in house) TBD – possibly coordinate with ACC if use stakeholders	Districts	EED/ When draft ready Anchorage meeting	Tool for districts to crosswalk from GLE to new standards for instructional purposes for planning transition.

Date	Task	Costs	Audience	Location	Purpose
Mid January 2012	TLS training on new standards	\$0	Teaching and Learning Support staff	EED	Introduce new standards and talking points provide staff with information to use in their programs.
January 9	Alaska Administrator Coaching Project	\$0	New administrators and AACP coaches.	audio conference	Introduce New Standards.
January 23	Alaska Statewide Mentor Project	\$1000; staff travel & per diem)	Alaska teacher mentors	Fairbanks	Introduce New Standards.
Late January or early February	Standards briefing for legislators and staff	\$0	Legislators and staff	Juneau	Introduce New Standards.
February TBD April TBD	<p>Introduce new standards to business/industry & community members & recent successful post-secondary graduates who went through Alaska’s public K-12 system</p> <p>Seek input from business/industry on career readiness skills</p> <p>Meet with Commissioner by 01/13/12 with detailed</p>	\$5,000.00 (staff travel & per diem)	<p>AM – Business & Industry</p> <p>PM – Community</p>	<p>Anchorage, Fairbanks Juneau</p> <p>Rural areas to consider (depending on TLS travel): Bethel Dillingham Kotzebue Nome</p> <p>Statewide: Two audios</p>	Introduce New Standards and gather feedback on work prepared skills.

Date	Task	Costs	Audience	Location	Purpose
	plans, dates, agenda, activities				
Twice a month – February 2012 thru April 2012	Introduce new standards to districts, IHEs and Prof. Orgs AASB Work with ACSA, Elem and Sec Principal Assoc	\$0; EED Staff Time	Teachers; District & School leadership; professional organizations including AASB and University faculty in teacher prep and math and Eng/LA depts.	Webinars from EED	Introduce New Standards
February - March 2012	Crosswalk new standards to Literacy Blueprint	\$5,000 or \$10,000 depending on work		EED	Crosswalk the new standards and the Literacy Blueprint to show alignment.
February - March 2012	Review of K-2 new standards	\$0		EED	Review the Early Learning Guidelines for transition to new K-2 standards.
February - March 2012	Begin WorkKeys alignment to new standards	\$0 (in house). ??? if we involve ACT	Posting to website for district information	EED	Alignment of WorkKeys and new standards
February 1-3	Local CTE coordinators -	\$0; EED Staff Time	CTE coordinators	Anchorage	Introduce New Standards
February 7, 2012	NCLB Monitoring	\$0	District educators	Galena	Introduce New Standards

Date	Task	Costs	Audience	Location	Purpose
February 16-17, 2012	State System of Support (SSOS) Coaches winter meeting	\$0; EED Staff Time	SSOS Coaches	Anchorage	Introduce New Standards
February 21-23, 2012	NCLB Monitoring		Kuspuk School District	Kuspuk	Introduce New Standards.
February 23, 2012	Alaska Statewide Special Education Conference (ASSEC)	\$500	District educators working with students with disabilities	Anchorage	Introduce New Standards to special educators
February. 28-29, 2012	District Test Coordinator Training	(none additional to DTC)	District test coordinators	Anchorage	Introduce New Standards
March 5-8, 2012	NCLB Monitoring		Mat-Su School District	Mat-Su	Introduce New Standards
March 8-9, 2012	Curriculum and Alignment Institute	No new costs; <i>ACC does not pay for EED travel</i>	District curriculum teams	Anchorage	Introduce New Standards district team activities & planning for rollout of standards
March 13-14, 2012	NCLB Monitoring		Dillingham School District	Dillingham	Introduce New Standards.
April 18-19, 2012	NCLB application Workshop	\$0	District federal programs staff	Anchorage	Introduce New Standards

Date	Task	Costs	Audience	Location	Purpose
April 19-20, 2012	Assessment & Accountability Advisory Panel	\$15,000	Advisory Panel includes district-wide representation	Anchorage	Introduce New Standards. Additional activities.
April 25, 2012	Bilingual Multicultural Equity in Education Conference (BMEEC)	\$0; EED Staff Time	Bilingual Coordinators; ELL; ethnic groups	Anchorage	Introduce New Standards.
May 23-25, 2012	Literacy Institute		Educators		Introduce New Standards.
May 29 - June 1, 2012	ASLI	\$2,000	RAPPS participants	Anchorage	Introduce New Standards.
June 2012-December 2012	Maintain correspondence with assessment consortia for item development considerations	Costs absorbed from SCASS memberships for possible travel to sponsored meetings. Approved based on agenda purpose and topics		Various locations out of state.	
August 2012	Superintendent Fly-In	\$0		EED	Introduce New Standards

Date	Task	Costs	Audience	Location	Purpose
Fall 2012	Work with Technical Advisory Committee (TAC) on the transition into assessment system and impact	\$15,000	TAC	Anchorage	Finalize transition plan
November 2012	Curriculum and Alignment Institute	\$10,000	District curriculum teams	Anchorage	Assist districts to align curriculum to new standards
December 2012	Publications for parents, stakeholders, education field	Printing costs?	Parents, stakeholders, education field	EED	Provide general guidance for diverse audiences

Kelgumauci
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Kass'atun Naaqiyaram,
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 Quyureiiqut 
 Yuut Elitnaurvigmi Kayangut
 Anutiit 25-aami, 5:00 p.m



MEMO

From: Council of Chief State School Officers (CCSSO)

To: Alaska Department of Education and Early Development

Date: August 3, 2012

Subject: Comparison of Draft Alaska State Standards, Final Alaska State Standards, and the Common Core State Standards

The final Alaska state standards in ELA and mathematics are substantially similar to the draft of the proposed standards, and the standards continue to align very closely with the Common Core.

Final ELA Standards

The notable changes from the proposed ELA standards to the final standards are:

- The addition of the Common Core literacy standards in history/social studies, science, and technical subjects into the ELA standards, in their entirety; and
- The incorporation of incorporated the text complexity information contained in Standard 10 of the Common Core ELA standards into the introduction of the Alaska ELA standards.

What continues to distinguish the Alaska ELA standards from the Common Core State Standards is the higher incidence of referencing prompting/support and scaffolding in places where the Common Core does not do so in its reading standards for early grades.

Final Math Standards

The most notable addition in the final Math standards compared to the draft standards were tables 1 -3 at the end of the Common Core mathematics standards, which address common addition and subtraction situations, common multiplication and division situations, and the properties of operations, respectively. These tables were not included in the proposed standards. Additional content from the Common Core was incorporated into the final standards including:

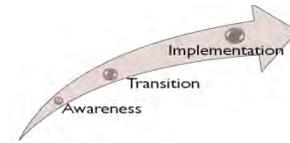
- The addition of Grade 2 Measurement and Data Standard 6 of the Common Core;
- The addition of Grade 3 Operations and Algebraic Thinking Standard 6 of the Common Core;
- The addition of the Grade 5 Operations and Algebraic Thinking Standard #2 (the proposed standards only included CCSS standards 1 and 3 in this section);

- The revision of Algebra Standard – Creating Equations #4 (A-CED.4) to mirror that same standard in the Math Common Core; and
- The inclusion of periodicity as a key feature listed in Function Standard – Interpreting Functions #4 (F_IF.4).

What continues to distinguish the Alaska Math standards from the Common Core State Standards is the inclusion of patterns in kindergarten through 2nd grade and the emphasis on time and money over multiple years. In addition, the final Alaska Math standards include a new standard in Grade 5 Measurement and Data regarding the classification of data from real-world problems in graphical representations. The proposed draft included this standard in grades 3 and 4, and is not part of the Common Core. The final draft extended this standard into Grade 5.

Overall Comments

Throughout the ELA and math standards, Alaska has chosen different wording and examples for certain standards. For example, in the Math standards, Alaska’s standards use the term “explain why” where the CCSS Math standards say “know that” (see 8.SP.2), or “design” instead of “develop” (see 7.SP.7) . An example of this in the Alaska ELA standards is in the Craft and Structure section of the Reading Standards for Literature 6 – 12. The Alaska standards state “analyze the impact of a specific word choice on meaning and tone” where the CCSS state “analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story of drama.” Another example is in the grade six writing standards. The CCSS specifies that a student should be able to type a minimum of three pages in one sitting, whereas the Alaska standards state “demonstrate sufficient command of keyboarding skills to create a piece of writing.”



Alaska Standards in English Language Arts and Mathematics Roll Out

Awareness (2012-13)

Transition (2013-14)

Implementation (2014-16)

Assess on New Alaska Standards

Activity Title	Activity Goal	Project tasks	Project Budget	Who is the lead/support	Project Briefing Cycle
			Budget Allocation/ \$ amount		
Collect and analyze national resources to support Awareness, Transition and Implementation phases	Utilize tools and supports that have already been developed in supporting implementation of new Alaska standards	<ul style="list-style-type: none"> • Generate a list of potential tools that would be helpful • Search the nation for tools that exist • Compile resource list for examination • Select tools and assemble the tools in coherent organization related to Awareness, Transition, Implementation 	TBD	Gerry Brisco - ACC /Content Specialists & Susan McCauley	Monthly
Communication <ul style="list-style-type: none"> • Educators • Families • IHE's • Community Members • School Boards • Education Organizations 	Increase awareness and understanding of new standards	<ul style="list-style-type: none"> • Generate resources materials for each stakeholder group <ul style="list-style-type: none"> • Video clips, ppt, webinars, Public service announcement, brochures • Create a distribution plan • Create parent guides • Post awareness materials to the website 	TBD	Eric Fry/Teacher Quality Team/Content Specialist/Rural Ed Coord.	Monthly

Phased Transition Plan

1.2

<ul style="list-style-type: none"> • Education Interest Groups • Rural and Native Education Organizations 					
<p>Development of Website</p>	<p>Provide easily accessible, aligned resources that assist in the Awareness, Transition, and Implementation of the new standards</p>	<ul style="list-style-type: none"> • Generate layout and look and feel of website • Create work plan between TLS and Web Designer • Task out pieces to be gathered and assembled to post on the website • Update website each month for the coming year • Add list of other links from national resources to add to website 	<p>TBD</p>	<p>Content specialists, Web designer</p>	<p>Monthly</p>
<p>Development of Support Tools:</p> <ul style="list-style-type: none"> • Transition • Implementation 	<p>Increase opportunity for all teachers to begin delivering instruction based on the new Alaska Standards</p>	<ul style="list-style-type: none"> • Generate list utilize tools collected from other states • Assemble resources into Phases of Impl. • Create tools for math and ELA principals • Develop video clips for implementation of Foundational Skills in ELA • Develop video clips for increasing text complexity and text based questioning • Develop system to distribute Basal Alignment project • Locate resource materials for math that assist in math practices • 	<p>TBD</p>	<p>Content Specialists, Lexie Domaradzki, Comp Center</p>	<p>Bi-weekly</p>
<p>Collaboration within EED divisions</p>	<p>Increase likelihood that the new Alaska</p>	<ul style="list-style-type: none"> • Monthly meetings for cross department collaboration • Develop a multi-year plan to align 	<p>TBD</p>	<p>Title Programs, Sped, Libraries, School</p>	<p>Bi-weekly</p>

Phased Transition Plan

1.2

	Standards are implemented across the state by 2015	<p>department documents and practices to the new standards (ie. Special Education Handbook, RTI Manual, Title I monitoring, SSOS ,monitoring)</p> <ul style="list-style-type: none"> • Designate tasks for contribution to the implementation plan • Coordination of integration of tools from various departments • Joint delivery of professional development sessions • Create joint professional development materials • Discuss budget alignment across departments to support implementation of state standards • Assign designee to share new national resources from each department. Shared montly 		Improvement, Content Specialists	
Coordination between TLS programs and Assessment & Accountability section	Implement the new assessment with a full understanding from EED of what the standards entail, what instruction is needed and how the standards will be measured.	<ul style="list-style-type: none"> • Monthly meetings with Assessment and TLS representatives • Tasks delegated if needed between TLS and Assessment • Joint development of ppts and awareness materials of standards and assessment concepts that need to be widely understood • Assessment team briefs TLS team regarding assessment development schedule and critical activities 	TBD	TLS program members, Assessment members, Commissioner’s Office	Monthly

Phased Transition Plan

1.2

Statewide professional development opportunities	Increase capacity of educators, district leaders and community members to implement the new standards	<ul style="list-style-type: none"> • Develop a multi-year state-wide professional development calendar • Align the Alaska Reading Course with new standards • Collaborate with ASDN, Educational Organizations, and educational associations • Develop materials for each phase of the Implementation that are accessible on the website. • Focus the Summer Literacy Institute sessions around the new standards • Apply for professional development grants to support implementation of the prof. development support • Develop evaluation forms that are to be used with each session that is delivered • Review evaluation results and share them with Standards Roll Out team 			Monthly
Collaborate with IHE’s for alignment of courses for teacher certification and endorsements	Ensure that teachers entering the field are prepared to deliver instruction that is based on the new standards	<ul style="list-style-type: none"> • Meet with Deans of the colleges • Create a multi-year plan to ensure success in the transition to the new standards 	TBD	Commissioner Hanley, TLS Director, Teacher Quality Team	Quarterly
Development of the assessment tools to create a summative	Have a new summative assessment in	<ul style="list-style-type: none"> • Work with CCSSO and Student Achievement Partners on standards comparison 	TBD	Assessment Director, TLS Deputy	Monthly

Phased Transition Plan

1.2

<p>assessment, and investigate formative/interim assessment options</p>	<p>place by spring 2016, and develop and find aligned options for districts regarding instructional assessments</p>	<ul style="list-style-type: none"> • Work with assessment collaboratives to determine opportunity for participation • Work with current assessment vendor regarding transition tools and processes, including field testing new items, development of an item sampler, and other assessment program transition plan development • Investigate on-line testing capabilities of school districts • Develop an coordinate a detailed plan on the necessary assessment activities 		<p>Director, Commissioner's office</p>	
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Standards Professional Development Timeline

FY 13		
Month	Presentations/Workshops	EED Contact
July 2012 7/30	Standards Update Breakout session for Superintendents Conference in Juneau	Deputy Commissioner
August TBD 8/21 and 8/27	Standards presentation for Teaching and Learning Support educational staff Standards Update Webinar Series: AACP, ASMP, and SSOS Coaches District Leaders Webinar Series: Standards Update, Standards Overview, ELA, Math, Comparison Tool, and District Leader Guide	TLS Deputy Director SSOS Administrator TLS Director
September TBD 9/24-26 9/26-28 9/27-28	Principal and Teacher Leader Webinar Series District Test Coordinators Higher Ed Subgrants to Eligible Partnership (Title IIA) Grant Meeting Math Science Partnership including Higher Ed (Title IIB) Grant Meeting Special Education Directors Training	TLS Director Assessment Administrator TLS Deputy Director Math & Science Content Specialist Special Education Administrator
October TBD TBD TBD TBD 10/12-14 10/14-16 10/19-20	Alaska Administrator Coaching Project Alaska Statewide Mentor Project Perkins grantees & Tech Coordinators ELL: Regional Academic Language Workshops Teacher Content Specific Webinar Series NEA-Alaska Fall Event Standards Presentation at Alaska Fall Principal Conference	Content Specialist Content Specialist CTE Staff Content Specialist Content Specialist Content Specialist

10/29-30	ASLA Summit 2012 Alyeska	
10/29-31	Teacher Quality Working Group 2012 Alaska Association for Career and Technical Education (AACTE) Fall PDC	Teacher Certification Administrator CTE Administrator
November		
11/1-4	AASB Annual Conference	Deputy Commissioner
11/8-9	Curriculum Alignment Institute	SSOS Administrator
11/27-28	ELL: WIDA Standards Training	Assessment Coordinator
December		
12/3-8	SSOS Coaching Meeting	SSOS Administrator
TBD	Community Outreach presentations	EED Information Officer
January		
TBD	Alaska Legislature	Commissioner
1/28-29	Teacher Quality Working Group	Teacher Certification Administrator
February		
TBD	CTE and ASTE Conference	CTE Administrator
March		
3/11-12	Curriculum Alignment Institute	SSOS Administrator
April		
TBD	ELL: Regional Academic Language Workshops	NCLB Administrator
4/21	PTA Convention	TLS Director
May		
TBD	Literacy Institute and Alaska School Leadership Institute	SSOS Administrator

	AKT2 Summer Experience	Teacher Certification Administrator
June		
TBD	Transforming K-8 Mathematics Instruction Institute and Math in CTE (9-12) Professional Development	CTE & Content Specialist

Alaska Administrator Coaching Project

Positively Influencing Student Achievement and Increasing Principal Retention

Supporting Early Career School Leaders

Our Beliefs

- We recognize that new principals are beginners in a complex and challenging profession. It is important to remember the multiple programs, processes and information they are expected to master.
- We take the long view. Individual professional development takes place in a supportive and collegial environment where principals can practice new skills and solicit feedback from colleagues and principal coaches.
- We instruct and facilitate with the belief that building assets is more powerful than operating from a deficit model.

Our Definition of Instructional Leadership

Instructional Leadership is a combination of the beliefs and the actions necessary for shaping the culture of a school around teaching and learning.

Considerations that focus the work of an instructional leader:

- Schools exist to serve students, and
- Good teaching practices are modeled, encouraged, nurtured, and supported.

The instructional leader is responsible for ensuring that these considerations are in place.

Professional Learning

The confidential relationship between the coaches and the administrators will focus on developing the skills and dispositions in four critical areas. The areas the program will focus on are interpersonal and facilitation skills, teacher observation and feedback, effective school-level practices and classroom-level practices, and using data to improve instruction.



Three professional development opportunities will be delivered at institutes in Anchorage as noted below. It is strongly encouraged that principals participate in all three institutes.

<i>Institute Topics</i>	<i>Dates</i>	<i>Location</i>
Teacher Observation and Feedback, Interpersonal and Facilitation Skills	October 11,12,13	Sheraton Anchorage Hotel
Effective School-Level and Effective Classroom-Level Practices	November 15,16,17	Sheraton Anchorage Hotel
Using Data to Improve Instruction	January 17,18,19	Sheraton Anchorage Hotel

We Utilize Five Major Components

1. Coaching: A two year relationship with a coach utilizing Cognitive Coaching strategies
2. Cohort structures: Developing and deepening relationships with colleagues
3. Curricular Coherence and Relevance: The processes and products used during Institutes have a **direct and immediate application (“Take and Bake” materials)**
4. Performance Learning (rehearsals): It is more intensive than problem-based learning strategies. We utilize the interpersonal skills that we demonstrate and allow the participants to practice.
5. Research-based content focused on leadership, teaching, and learning.

Historical participation levels:

- 65- 80 principals in their first or second year as a principal
- 3-7 superintendents in their first year
- 15-20 administrative interns through the RAPPS grant

For further information:

Gary Whiteley, Project Director, gary.whiteley@gmail.com

AACP Website - <http://aacpweb.org/>



Anchorage School District

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Carol Comeau

June 8, 2012

Margaret MacKinnon
Title I/NCLB Administrator
Department of Education and Early Development
P.O. Box 110500
Juneau, Alaska 99811-0500

Ms. MacKinnon:

The Anchorage School District appreciates the opportunity to forward comments related to notification of Alaska's intent to apply for a waiver to freeze Annual Measurable Objectives for Adequate Yearly Progress determinations for 2011-12.

The district strongly supports the department seeking this waiver.

Under current rule, AYP determinations are resulting in an indiscriminate number of schools being identified for improvement, corrective and restructuring actions. Based on 2011 AYP results, the ASD currently has 28 schools identified as Level 5, six identified as Level 4 and 13 identified as Level 3. If these schools do not make AYP in 2012, the ASD will have 47 (or 49 percent) of its schools in Level 4 or higher status.

In 2012 AYP results, graduation rate requirements will add disaggregated accountability for all student subgroups, rather than being limited to the All Student category. Consequently, the ASD anticipates that small, alternative high schools with low student diversity will be the only schools likely to meet the AMOs.

These examples illustrate that, instead of identifying high-priority schools for focused improvement actions, the current AYP process appears to be on pace to identify nearly all schools for such actions. Consequently, the district supports seeking the waiver, so the state can devote increased attention to developing a more realistic and effective accountability system.

Having said this, the district has significant concerns about state and federal expectations for meeting ESEA requirements in the interim, if the waiver is sought. For example, ASD Director of Assessment and Evaluation, Laurel Vorachek, writes, "ASD is currently calculating AYP based on the freezing of the AMO targets at the 2010-11 levels. Since we are required to provide the information to our principals by June 30 for their review, we have to make a decision about how we run it for the initial review."

Depending on how AYP outcomes are determined for 2012, the ASD has 18 Title I schools that may be faced with meeting ESEA Public School Choice (PSC) requirements. Each of these schools is required to offer at least two receiving school options for families. Combined, sending and

The Alaska Statewide Mentor Project provides a structured support for teachers when they first enter the "clinical environment" of their classroom. The mentors have dedicated time to serve their teachers so that they can provide consistent ongoing support through the school year.

Values: Quality education is good for everyone

- Good teachers are at the heart of successful education.
- Every child in Alaska should have equal access to high-quality teaching.
- Lifelong learning is essential to the health of individuals and communities, and involves an ongoing process of planning, action, and reflection.
- Effective communication, trust, and acceptance of diverse opinions are fundamental to successful organizations.
- Successful organizations are built upon the growth, creativity, and voice of all individuals

Historical Participation Levels

ASMP has served over 1,800 early career teachers in 51 out of the 54 school districts between 2004 and 2012. Specific numbers are provided in the table below with estimates for the 2012-2013 school year.

ASMP Numbers	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13 <i>est</i>
Mentors	22	24	27	28	27	27	28	22.5	39
Districts (54)	30	35	41	39	38	43	43	34	43
Schools (513)	134	164	170	179	181	189	188	142	260
Early Career Teachers	332	373	379	379	419	384	406	330	585
Caseload Ratio	1:15	1:16	1:14	1:14	1:16	1:15	1:14	1:15	1:15

For further information:

Debbie Hawkins — Lead Mentor, debbiehawkins.asmp@gmail.com

Cathe' Rhodes — Lead Mentor, catherhodes.asmp@gmail.com

Betty Walters — EED Liaison, bettywalters.asmp@gmail.com

Dr. Kathryn Berry Bertram — K-12 Outreach Director, Univ of Alaska, kaberrybertram@alaska.edu

Dr. Barbara L. Adams — Research Lead, Univ of Alaska, barbara.adams@alaska.edu

<http://alaskamentorproject.org/index.php>



Department of Education & Early Development
Curriculum and Alignment Institute
Managing Curriculum Effectively & Efficiently
2011-2012

Overview

The Alaska Department of Education & Early Development will provide training for district-based teams in Alaska in the implementation of effective curriculum management strategies. Regardless of a district's current level of curriculum management, the Institute will assist districts in identifying next steps toward having manageable, locally informed, and efficiently-operating curriculum practices. The workshops are supported by the Alaska Comprehensive Center.

Objectives for the Institute

- Understand the components of an effective curriculum management system
- Explore options and models for incorporating those components into a Curriculum Review Cycle
- Identify the processes and timelines for each component of a six-year curriculum review cycle
- Address how these processes can be developed to meet the needs of different districts in Alaska
- Obtain feedback from Alaska districts regarding their largest areas of need in effective curriculum management

Facilitator

Dr. Susan McCauley, Curriculum Coach with EED and an educator in both rural and urban Alaska for the past 17 years, will serve as the Institute's facilitator.

Dates

- November 9 and 10, 2011; Anchorage at the Anchorage Marriott Downtown
- March 7 and 8, 2012; Anchorage at the BP Center

Participants

The target audience members are individuals with responsibility for district-level curriculum development. Ideally, districts would send a 2-3-person team. Districts may wish to include experienced teachers who will serve on a district team to develop or revise curriculum or select materials for a specific content area. The team should be committed to attend both fall and spring sessions. The Institute will address the needs of both previous and new Institute participants.

Registration

There is no registration cost for the workshop. Travel costs are the responsibility of the district and may come from school improvement funding or other applicable resources.

Click [HERE](#) to register online or use the form below. For more information e-mail Elizabeth.davis@alaska.gov or smccauleyak@gmail.com.





**Department of Education & Early Development
Curriculum & Alignment Institute**
Managing Curriculum Effectively & Efficiently

November 9 & 10, 2011
Anchorage Marriott Downtown

AGENDA

Objectives:

- Understand the components of an effective curriculum management system
- Explore options and models for incorporating those components into a Curriculum Review Cycle
- Identify the components and timelines for each year of a six-year curriculum review cycle
- Learn from the experiences of Alaska school districts in making progress toward effective curriculum structures

Day 1

8:30-8:45 Welcome and Introduction

8:45-10:15 The “Nuts and Bolts” of Effective Curriculum Management

10:00-10:15 BREAK

10:30-12:00 Curriculum Review Cycle & Supporting Policies

- Curriculum Review Cycle components
- Effective Board Policies for curriculum

12:00-1:30 LUNCH

1:30-2:30 Needs Assessment: Why beginning here makes sense

2:30-3:30 Curriculum Development & Materials Adoption:

- Curriculum Development Processes
- Materials Adoption Processes



3:30-4:30 District team discussion & feedback

Day 2

8:30-8:45 Review & Reflection

8:45-10:00 Curriculum Development & Materials Adoption continued

10:00-10:15 BREAK

10:15-11:00 Implementation & Professional Development

12:00-1:30 LUNCH

1:30-3:30 Monitoring Progress

- Through Classroom Observation
- Through Data

3:30-4:30 District team discussion & feedback

Items to bring:

- Current curriculum review cycle
- Curriculum-related board policies for curriculum development, instructional materials, and supplemental materials (if using AASB-developed policies, these are likely 6141, 6161.1 and 6161.11)
- Curriculum monitoring tools (i.e. walkthrough instruments)





**Department of Education & Early Development
Curriculum & Alignment Institute
*Managing Curriculum Effectively & Efficiently***

**March 8-9, 2012
BP Education Center, 900 E. Benson Blvd, Anchorage**

AGENDA

Objectives:

- Identify tenets of effective professional development for curriculum implementation.
- Explore specific strategies and schedules to facilitate professional development for curriculum implementation.
- Receive information the Department of Education and Early Development staff regarding the proposed English Language Arts and Mathematics standards.
- Receive information from The Alaska Comprehensive Center regarding a new online Statewide Curriculum Directory, a database of Alaskan districts' adopted instructional materials, curriculum content area review schedules, and related documents.

Day 1

8:15 – 8:30	Sign-in and coffee
8:30 – 9:15	Welcome, Introduction, Review Components of Effective Curriculum Management
9:15 – 10:15	Philosophical tenets for effective professional development
10:15 – 10:30	BREAK
10:00 – 10:45	Your professional development topics & priorities
10:45 – 12:00	Specific Strategies, structures, and processes for professional development
12:00-1:30	LUNCH
1:30-3:00	Specific Strategies, structures, and processes for professional development, continued
3:30-4:30	Your professional development calendar and agendas

Day 2

8:30-8:45	Review
8:45-10:00	Your professional development calendar and agendas, continued
10:00 – 10:15	BREAK
10:15 – 12:00	Sharing ideas, agendas, & strategies
12:00-1:30	LUNCH
1:30-3:30	Proposed Alaska English Language Arts & Mathematics Standards
3:30-4:30	Statewide Curriculum Directory

Items to bring:

- Binder or CD from November Institute
- 2012-2013 District Calendar







**Department of Education & Early Development
Curriculum & Alignment Institute
Managing Curriculum Effectively & Efficiently
March 8-9, 2012**

Overview

The Alaska Department of Education & Early Development will provide training for district-based teams in Alaska in the implementation of effective curriculum management strategies. Regardless of a district's current level of curriculum management, the Institute will assist districts in identifying next steps toward having manageable, locally informed, and efficiently-operating curriculum practices. The workshops are supported by the Alaska Comprehensive Center.

Objectives for the March Institute

- Revisit tenets of effective professional development for curriculum implementation.
- Explore specific strategies and schedules to facilitate professional development for curriculum implementation.
- Receive information the Department of Education and Early Development staff regarding the proposed English Language Arts and Mathematics standards.
- Receive information from The Alaska Comprehensive Center regarding a new online Statewide Curriculum Directory, a database of Alaskan districts' adopted instructional materials, curriculum content area review schedules, and related documents.

Dates

- March 8 & 9, 2012; at the BP Education Center, 900 E. Benson Blvd, Anchorage

Attendees

The target audience members are individuals with the responsibility for district-level curriculum development. Ideally, districts would send a 2-3 person team. Districts may wish to include experienced teachers who will serve on a district team to development or revise curriculum or select materials for a specific content area. **Participants should bring the electronic or binder copy of materials from the November institute with them. If needed, additional copies can be requested.**

Registration

There is no registration cost for the workshop. Travel costs are the responsibility of the district, and may come from school improvement funding or other applicable resources.

For more information e-mail elizabeth.davis@alaska.gov or smccauleyak@gmail.com.







Rural Alaska Principal Preparation and Support (RAPPS) is a comprehensive leadership development program focused on preparation of principals for high-poverty and remote Alaska schools, and support for those who are currently serving in those schools.

RAPPS provides scholarships to promising, practicing teachers or central office leaders in 16 high-need rural districts so that they can to obtain their Type B credential and become principals. Superintendents nominate members of their staff for RAPPS scholarships.

RAPPS offers a complete system of support for aspiring and practicing school leaders including: a rural-focused cohort within the UAA Educational Leadership Program; mentoring for aspiring principals during their internship; and no-cost professional learning opportunities for all staff from the 16 partner rural districts throughout the year from the Alaska Staff Development Network.

The University of Alaska Anchorage plays the lead role in our aspiring principals program by providing a distance-delivered, rural-focused cohort within the UAA Educational Leadership Program. RAPPS has provided scholarships and support to 73 aspiring principals over the last four years.

Another key component of the RAPPS comprehensive leadership development program is inducting new principals into school leadership. All principal interns from the RAPPS UAA program, and all first and second year principals in our 141 partner schools are eligible to receive face-to-face training, onsite and online coaching through the Alaska Administrator Coaching Project (AACP).

A third component of the RAPPS program is professional development for practicing principals, especially those whose schools have not made adequate yearly progress or whose districts are in corrective action with the State of Alaska, Department of Education and Early Development.

RAPPS professional development is aligned with ongoing school improvement efforts so that statewide professional learning opportunities are focused and coherent. The Alaska Staff Development Network sponsors our major professional development activities. The major activity is an intensive, annual summer institute (the Alaska School Leadership Institute – ASLI) that has been attended over 400 administrators and aspiring principals over the last four years.

The ASLI provides the anchor for designing additional professional learning opportunities that are offered via distance delivery throughout the school year. Beginning with the first ASLI in 2009, a series of webinars were developed that aligned directly to the content themes of the Alaska School Leadership Institute. Teachers are strongly encouraged to participate in RAPPS webinars along with their principals. These webinars were intentionally designed to build on content from past Institutes as well as preview new content that was being planned for future Institutes. These efforts to promote coherence, build alignment, and sustain implementation

efforts are strongly reinforced through this blended learning model that includes face-to-face interactions via the Institute with virtual interactions through webinars.

ASDN organized 23 follow-up webinar series (99 webinars total) throughout the four years of the project that have been attended by over 1,700 educators. Distance delivered professional learning through RAPPS provides equity in the quality and number of learning opportunities available to educators across the state.

The RAPPS partnership is led by the Alaska Staff Development Network with strong support from the University of Alaska Anchorage Education Leadership Program, the Alaska Administrator Coaching Project, the Alaska Department of Education and Early Development and an instructional design team of expert consultants. Kelly Tonsmeire, Director of the Alaska Staff Development Network, serves as the RAPPS Project Director.

RAPPS is funded by the US Department of Education: School Leadership Grant Program (CFDA#84.363A)

Proposed Agenda Items

- I. National Trends in Teacher and Principal Preparation—Where Alaska Stands
- II. Alaska Teacher & Administrator Preparation Program Approval
 - a. New regulations
 - b. Approval process overview
 - c. Certification & Employment
 - i. Praxis I Revision (Fall, 2013)
 - ii. Proposed Teacher & Principal Evaluation Regulations
- III. Alaska’s Teacher & Administrator Preparation Guidelines & Expectations
 - a. Alaska English/Language Arts, Mathematics and Literacy Grade 6-12 Standards
 - b. Alaska State Literacy Blueprint
 - c. Cultural Responsive Teacher Standards
 - d. Standards for Beginning Teachers
 - e. Standards for Administrators
 - f. Extended Grade Level Expectations
 - g. English Language Proficiency Standards
- IV. IHE Internal Program Approval Process, Alignment Efforts, and Indicators of Success
 - a. University of Alaska
 - b. Alaska Pacific University
- V. Refinement of Alaska’s Educator Preparation Approval Process
- VI. Sharing Resources & Future Collaboration

Teacher Quality Working Group
Teacher & Principal Preparation—IHEs Focus Meetings

Invited Participants

Name	Position & Organization	Email
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Name	Position & Organization	Email
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Department of Education & Early Development Presenters & Meeting Participants

Name	Position	Email
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Bjorn Wolter	Science Content Specialist	bjorn.wolter@alaska.gov
TBN	ELL/ESL Specialist	

Public School Growth and Proficiency Index

(Regulations shown with changes as proposed to be adopted September 13, 2012)

4 AAC 33.500. Purpose: public school growth and proficiency index. The department shall calculate each year the public school growth and proficiency index score for all students, schools, and districts in the state, and for the state as a whole. The index score shall be based on both student growth and student proficiency on the state standards-based assessments adopted in 4 AAC 06.737. The index score will be used to study classrooms, schools, districts, and the state. (Eff. 12/24/2006, Register 180; am ___/___/2012, Register ___)

Authority: [AS 14.03.126](#)

[AS 14.07.020](#)

[AS 14.07.060](#)

4 AAC 33.540. Qualification

(a) The department will determine a school's growth and proficiency index level as follows:

(1) for purposes of 4 AAC [33.500](#) - 4 AAC [33.590](#), the subject matter proficiency levels for advanced, proficient plus, proficient, below proficient plus, below proficient minus, far below proficient plus, and far below proficient minus will be determined as set out in this paragraph, based on the student's scores on the applicable state standards-based assessment under 4 AAC [06.737](#); the department will assign the appropriate proficiency level to each student based on the student's scale score on the reading, writing, or mathematics test, as set out in the following table:

Reading Scale Scores								
Proficiency Level	Grade Level							
	3	4	5	6	7	8	9	10
Advanced	392 or above	415 or above	418 or above	394 or above	406 or above	402 or above	382 or above	400 or above
Proficient Plus	346-391	358-414	358-417	347-393	353-405	351-401	341-381	350-399
Proficient	300-345	300-357	300-357	300-346	300-352	300-350	300-340	300-349
Below Proficient Plus	281-299	280-299	276-299	267-299	273-299	272-299	265-299	261-299
Below Proficient Minus	261-280	260-279	251-275	234-266	246-272	243-271	229-264	222-260
Far Below Proficient Plus	241-260	240-259	226-250	201-233	219-245	214-242	197-228	183-221
Far Below Proficient Minus	100-240	100-239	100-225	100-200	100-218	100-213	100-196	100-182

Writing Scale Scores								
Proficiency Level	Grade Level							
	3	4	5	6	7	8	9	10
Advanced	402 or above	420 or above	406 or above	396 or above	423 or above	460 or above	470 or above	485 or above
Proficient Plus	351-401	360-419	353-405	348-395	362-422	380-459	385-469	393-484

Proficient	300-350	300-359	300-352	300-347	300-361	300-379	300-384	300-392
Below Proficient Plus	259-299	252-299	244-299	257-299	267-299	266-299	269-299	367-299
Below Proficient Minus	218-258	204-251	187-243	215-256	234-266	232-265	238-268	233-266
Far Below Proficient Plus	177-217	156-203	130-186	173-214	201-233	198-231	207-237	199-232
Far Below Proficient Minus	100-176	100-155	100-129	100-172	100-200	100-197	100-206	100-198

Mathematics Scale Scores								
Proficiency Level	Grade Level							
	3	4	5	6	7	8	9	10
Advanced	390 or above	383 or above	373 or above	376 or above	383 or above	379 or above	370 or above	392 or above
Proficient Plus	345-389	342-383	336-372	338-375	342-382	339-378	325-369	346-391
Proficient	300-344	300-341	300-335	300-337	300-341	300-338	300-334	300-345
Below Proficient Plus	282-299	280-299	276-299	279-299	274-299	279-299	279-299	276-299
Below Proficient Minus	263-281	260-279	252-175	258-278	248-273	258-278	258-278	252-275
Far Below Proficient Plus	235-262	230-259	216-251	227-257	209-247	227-257	227-257	216-251
Far Below Proficient Minus	100-234	100-229	100-215	100-226	100-208	100-226	100-226	100-215

(2) using the proficiency level each student in grades 4 - 10 achieved on the reading, writing, and mathematics tests of the state standards-based assessment for the current school year and the immediately previous school year, the department will assign a value number from the following table for each student:

Value Number Table							
Previous Year Level	Current Year Level						
	Far Below Proficient Minus	Far Below Proficient Plus	Below Proficient Minus	Below Proficient Plus	Proficient	Proficient Plus	Advanced
Far Below Proficient Minus	60	90	120	150	180	205	230
Far Below Proficient Plus	40	70	100	130	160	185	210
Below Proficient Minus	20	50	80	110	140	165	190
Below Proficient Plus	0	30	60	90	120	145	170
Proficient	0	10	40	70	100	125	150
Proficient Plus	0	0	20	50	80	105	130
Advanced	0	0	0	30	60	85	110

(3) the department will not assign a value number for a student who took the same grade level test as, or a lower grade level test in the current year than, the student took in the previous year; a student must progress to a higher grade level test than the student took in the previous school year in order for a student's scores to be counted;

(4) the department will assign a value number under (2) of this subsection for each reading, writing, and mathematics test the student took on a state standards-based assessment in the current school year even if the student took a state standards-based assessment in the previous school year at a different public school in the district or in the state;

(5) a school's school index point value is a fraction, the numerator of which is the sum of the value numbers from the table in (2) of this subsection for each reading, writing, and mathematics test achieved by each eligible student, and the denominator of which is the number of reading, writing, and mathematics tests administered at the school to eligible students; in this paragraph, "eligible student" means a student who was enrolled for the full academic year in the school, and for whom the department has assigned a value number for the subject under (2) of this subsection;

History: Eff. 12/24/2006, Register 180; am 8/1/2008, Register 187

Authority: [AS 14.03.126](#)

[AS 14.07.020](#)

[AS 14.07.060](#)

Alaska Statewide AMO Targets 2012-2013 through 2017-2019

Group	Content Area	% Prof/Adv 2011-2012	Annual Increment	AMO Targets					
				2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
All students	Reading	80.1	1.7	81.8	83.4	85.1	86.7	88.4	90.1
All students	Writing	74.2	2.2	76.4	78.5	80.7	82.8	85.0	87.1
All students	Math	68.6	2.6	71.2	73.8	76.5	79.1	81.7	84.3
African American	Reading	74.1	2.2	76.3	78.4	80.6	82.7	84.9	87.1
African American	Writing	67.4	2.7	70.1	72.8	75.6	78.3	81.0	83.7
African American	Math	54.4	3.8	58.2	62.0	65.8	69.6	73.4	77.2
AK Native /Am Indian	Reading	59.0	3.4	62.4	65.8	69.3	72.7	76.1	79.5
AK Native /Am Indian	Writing	51.3	4.1	55.4	59.4	63.5	67.5	71.6	75.7
AK Native /Am Indian	Math	48.6	4.3	52.9	57.2	61.5	65.7	70.0	74.3
Asian/Pacific Islander	Reading	76.3	2.0	78.3	80.3	82.2	84.2	86.2	88.2
Asian/Pacific Islander	Writing	73.2	2.2	75.4	77.7	79.9	82.1	84.4	86.6
Asian/Pacific Islander	Math	67.9	2.7	70.6	73.3	75.9	78.6	81.3	84.0
Caucasian	Reading	90.1	0.8	90.9	91.8	92.6	93.4	94.2	95.1
Caucasian	Writing	84.7	1.3	86.0	87.3	88.5	89.8	91.1	92.4
Caucasian	Math	78.7	1.8	80.5	82.3	84.0	85.8	87.6	89.4
Hispanic	Reading	80.3	1.6	81.9	83.6	85.2	86.9	88.5	90.2
Hispanic	Writing	75.0	2.1	77.1	79.2	81.3	83.3	85.4	87.5
Hispanic	Math	66.3	2.8	69.1	71.9	74.7	77.5	80.3	83.2
Multi-Ethnic	Reading	82.4	1.5	83.9	85.3	86.8	88.3	89.7	91.2
Multi-Ethnic	Writing	76.6	2.0	78.6	80.5	82.5	84.4	86.4	88.3
Multi-Ethnic	Math	70.2	2.5	72.7	75.2	77.7	80.1	82.6	85.1
Economically Dis	Reading	68.9	2.6	71.5	74.1	76.7	79.3	81.9	84.5
Economically Dis	Writing	62.0	3.2	65.2	68.3	71.5	74.7	77.8	81.0
Economically Dis	Math	56.4	3.6	60.0	63.7	67.3	70.9	74.6	78.2
Students with disabilities	Reading	44.0	4.7	48.7	53.3	58.0	62.7	67.3	72.0
Students with disabilities	Writing	38.2	5.2	43.4	48.5	53.7	58.8	64.0	69.1
Students with disabilities	Math	32.2	5.7	37.9	43.5	49.2	54.8	60.5	66.1
English learners (EL)	Reading	31.4	5.7	37.1	42.8	48.6	54.3	60.0	65.7
English learners (EL)	Writing	27.2	6.1	33.3	39.3	45.4	51.5	57.5	63.6
English learners (EL)	Math	26.7	6.1	32.8	38.9	45.0	51.1	57.2	63.4



Alaska State System of Support (SSOS) Operations Manual

Building Local Capacity

2012-2013 Academic Year

This document is a publication of the Alaska Department of Education & Early Development (EED) and may be reprinted without permission. The department continuously seeks feedback regarding this document. Please email comments to SSOS team (brad.billings@alaska.gov), or mail to:

State System of Support
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Alaska Department of Education: State System of Support

State Education Policy AS 14.03.015

It is the policy of this state that the purpose of education is to help ensure that all students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them.

Alaska Department of Education Mission

To ensure quality standards-based instruction to improve academic achievement for all students.

Alaska Department of Education Core Services

- Provide and evaluate a comprehensive student and school standards, assessment and accountability system based on student, school, educator, and culturally responsive standards.
- Provide and support standards-based professional development and mentoring for Alaska's educators.
- Provide a statewide program to ensure all students have the foundational skills required for success.
- Secure and award educational funding to school districts and other educational organizations.
- Provide high-quality data to school districts and stakeholders.

State System of Support Contribution to the Alaska Department of Education Mission

The purpose of the State System of Support (SSOS) is to support districts as they build their capacity to implement sustainable school improvement strategies with fidelity.

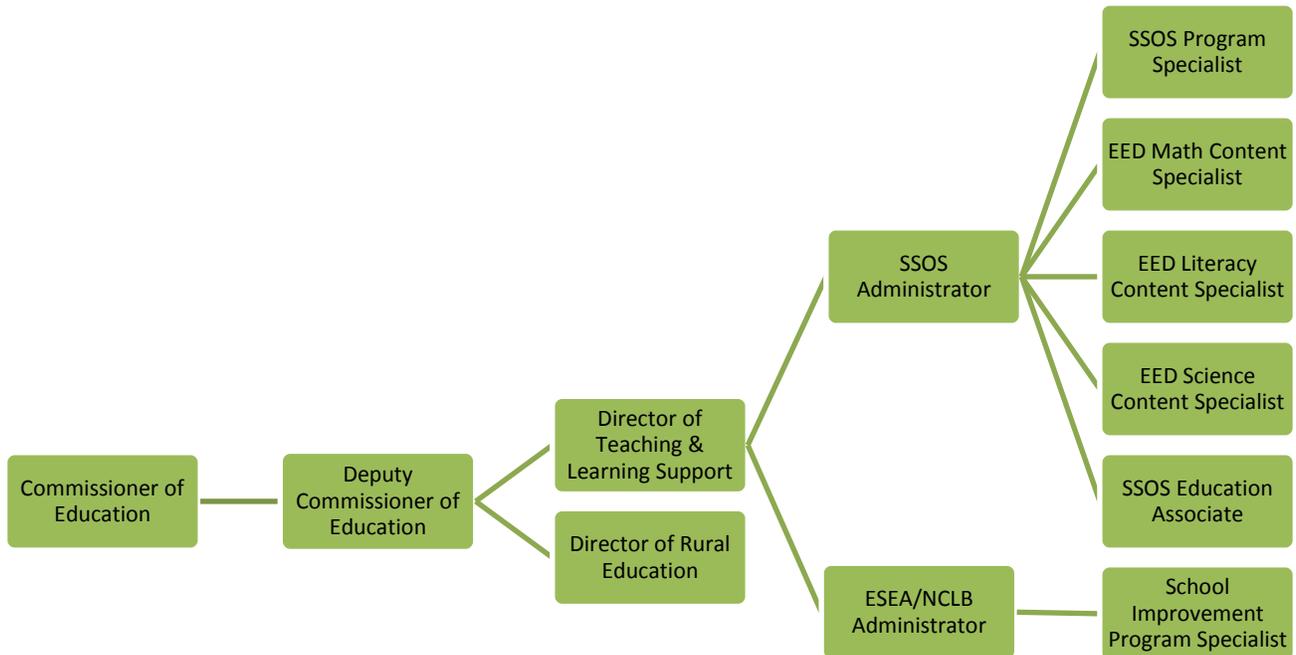
SSOS Core Services

- The SSOS uses a tri-tiered model to represent the department's efforts to help districts build their capacity.
- The SSOS provides aligned resources, information, professional development, and technical assistance within six domain areas that represent aspects of best practices that substantially influence school and student performance.

State System of Support Organization

State and Federal statutes require growth in student achievement and provide funds to ensure that the Alaska Department of Education & Early Development (EED) supports and holds districts accountable for the same.

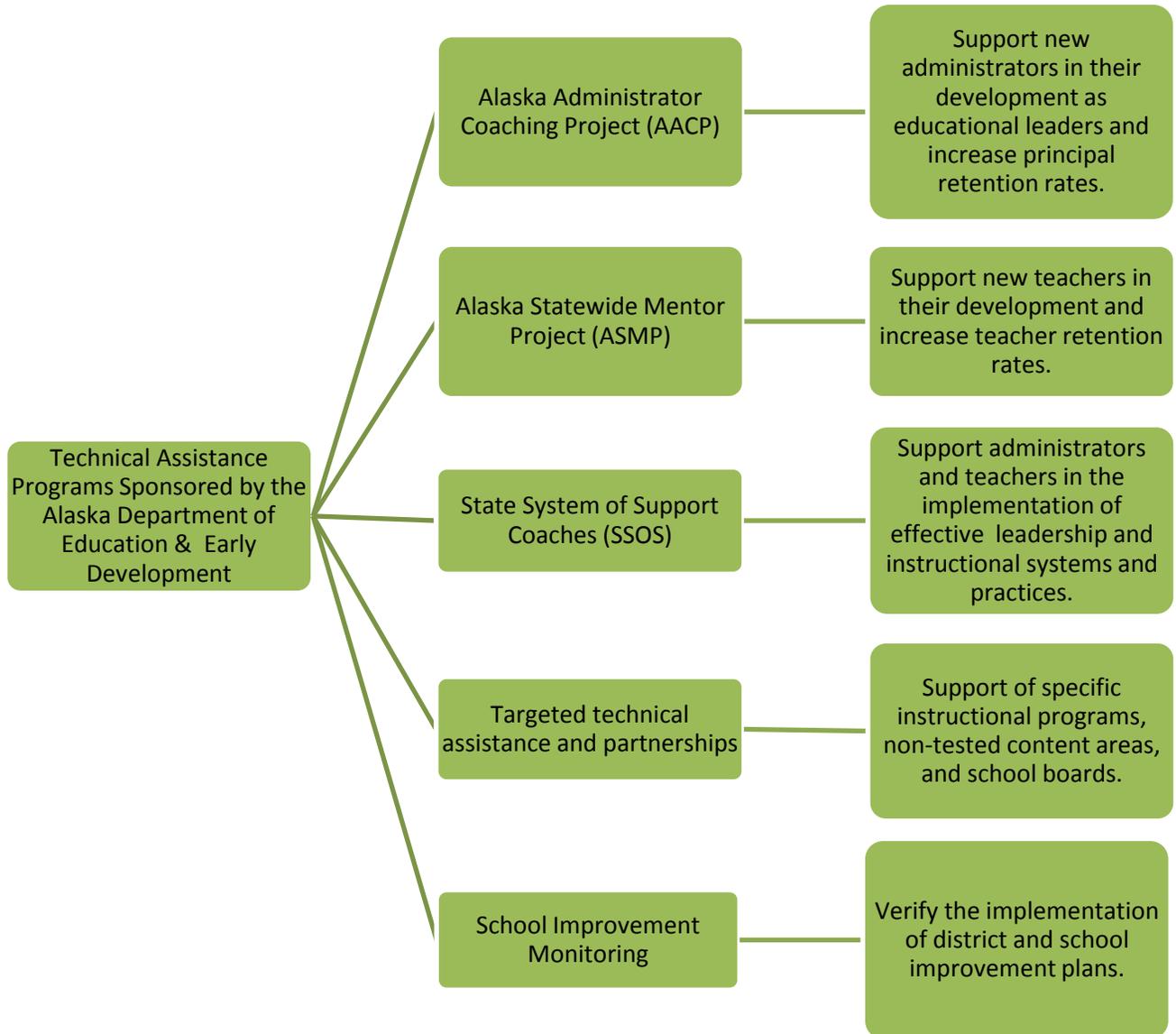
EED's departmental SSOS organizational system is as follows:



The SSOS collaborates with all divisions and sections of EED and works in partnership with the following agencies (among others):

- Alaska Administrator Coaching Project (AAPC)
- Alaska Comprehensive Center (ACC)
- Alaska Staff Development Network (ASDN)
- Alaska Statewide Mentor Project (ASMP)
- Assessment & Accountability Comprehensive Center (AACC)
- Association of Alaska School Boards (AASB)
- Center on Innovation and Improvement (CII)
- Consortium on Reading Excellence (CORE)
- Education Northwest
- Mid-Continent Research for Education & Learning (McRel)
- Measured Progress
- Rural Alaska Principal Preparation & Support (RAPPS)
- Special Education Service Agency (SESA)

The State System of Support works in partnership with multiple programs which incorporate site visits as part of their work:



Alaska Effective Schools Framework

OVERVIEW

The Alaska Effective Schools Framework provides an organizational structure for the principles of effective schools. It is a framework that guides the focus of the State System of Support and provides the foundation for school planning tools and processes used by education systems and professionals throughout the state. It establishes a standard by which Alaskan schools can gauge effectiveness, evaluate strengths and weaknesses, and coordinate ongoing efforts to improve student performance and school effectiveness.

This framework is organized around six domains that current education research and best practices indicate are critical areas of focus in successful schools:

1. Curriculum
2. Assessment
3. Instruction
4. Supportive Learning Environment
5. Professional Development
6. Leadership

These six domains are further detailed in 37 indicators that identify specific practices that directly impact school success. (See Appendix D for a complete list of all 37 indicators.) School planning tools, processes, and interventions are solidly grounded in the 6 domains and detailed indicators. Products such as the On-Site Instructional Audit, Self-Study Process, and the online school planning tool Alaska STEPP are all designed to help school communities apply the 6 domains and specific indicators to their unique needs and context.

SIX DOMAINS of EFFECTIVE SCHOOLS

Curriculum

Domain 1.0: There is evidence that the curriculum is aligned, implemented, and used in conjunction with the local and Alaska state standards. A school or district curriculum is an educational plan that defines all content to be taught, the instructional methods to be used, and the assessment processes to be employed for documenting student achievement. It is aligned with state standards and allows for the collection of data to inform instruction. Ideally, all aspects of the curriculum are coordinated across grade levels so that the goals and objectives can be met. In addition to the academic subjects covered, a curriculum includes other learning opportunities for students.

Assessment

Domain 2.0: There is evidence that assessment of student learning is frequent, rigorous, and aligned with Alaska's state standards. Assessment is the process of collecting, recording, scoring, monitoring, and interpreting information about a student's progress, the effectiveness of teaching, and the school's overall effectiveness. Summative assessments are used at the end of a unit, semester, or school year for a record of accountability. Formative assessments are given on a regular basis to monitor progress and inform

instructional decisions. Teachers and other school staff members must be supported by school and district administrative leadership in their efforts to collect and use summative and formative assessment data.

Instruction

Domain 3.0: There is evidence that effective and varied instructional strategies are used in all classrooms to meet the needs of each student. Effective instruction incorporates strategies and methods to meet the learning needs of students who function at varied levels within a classroom. Instruction that encourages each student to learn at or above grade level builds student depth of knowledge. High expectations ensure that learning is rigorous. Highly effective teachers are actively involved in making decisions about accommodating individual needs, interests, and learning styles.

Supportive Learning Environment

Domain 4.0: There is evidence that the school culture and climate provide a safe, orderly environment conducive to learning. Safety and order, an emphasis on academic achievement, and attention to assessment and monitoring, are all factors in creating a supportive learning environment. Schools that foster a positive school climate create a culture of cohesiveness and a high level of morale among both students and the staff.

Professional Development

Domain 5.0: There is evidence that professional development is based on data and reflects the needs of students, schools, and the district. Well-planned, ongoing professional development involves teachers in their own learning and ultimately leads to improved student achievement. It is based on scientifically based practice and is practical, job embedded and results oriented. Professional learning communities are used to support effective staff development and allow for coaching, mentoring, collaboration, and a collective responsibility for student learning.

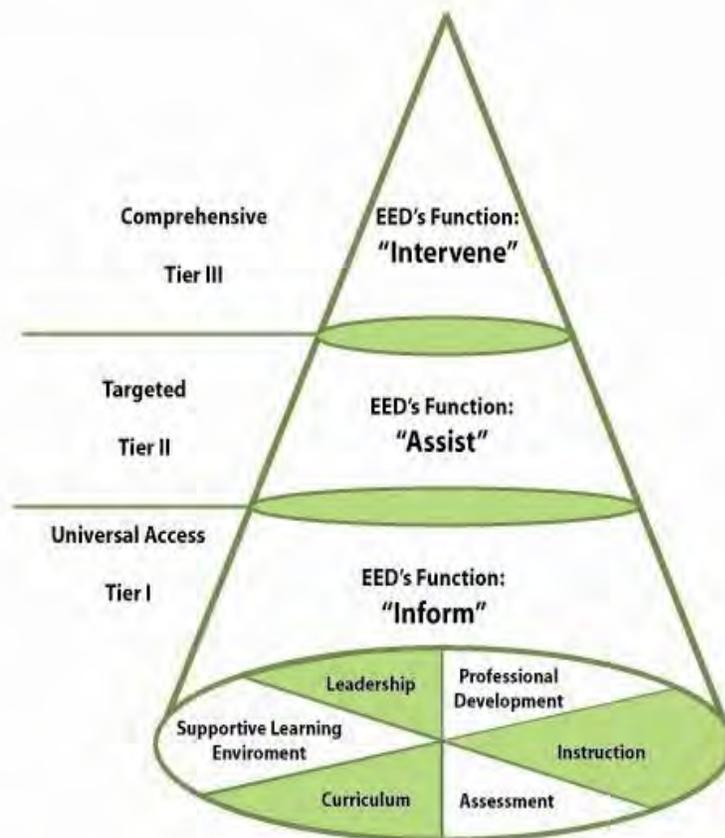
Leadership

Domain 6.0: There is evidence that school administrative leaders focus on improving student achievement. Leadership at the school level is a process of guiding improvements in student learning. Successful leaders develop a vision for their schools based on their personal and professional values. They can articulate this vision at every opportunity and influence their staff and community to share the vision. The management of learning—its structures and activities—is focused toward the achievement of this shared vision.

For specific **INDICATORS** within each domain, see Appendix D.

State System of Support Tri-Tiered Model of Support for All Alaskan Districts

The State System of Support uses a tri-tiered model to represent SSOS efforts to help districts build their capacity to implement sustainable school improvement strategies. EED provides aligned resources, information, professional development, and technical assistance within six domain areas that represent aspects of best practices that substantially influence school and student performance. The six domains are: curriculum, assessment, instruction, supportive learning environment, professional development, and leadership. Depending on which tier a district is in, EED provides the district with varying degrees of support within each domain.



The SSOS tri-tiered model of support for the six domains of the Alaska Effective School Framework: Curriculum, Assessment, Instruction, Supportive Learning Environment, Professional Development, and Leadership.

SSOS Services Available to Districts by Tier

While all districts have access to the SSOS, the schools and districts designated at higher levels of need as a result of not making AYP, or as audit-identified “872” schools (low performing schools that meet criteria under state regulation 4 AAC 06.872), will have targeted support or may be required to participate in comprehensive support activities. SSOS coaches provide support primarily to districts in Tier III.

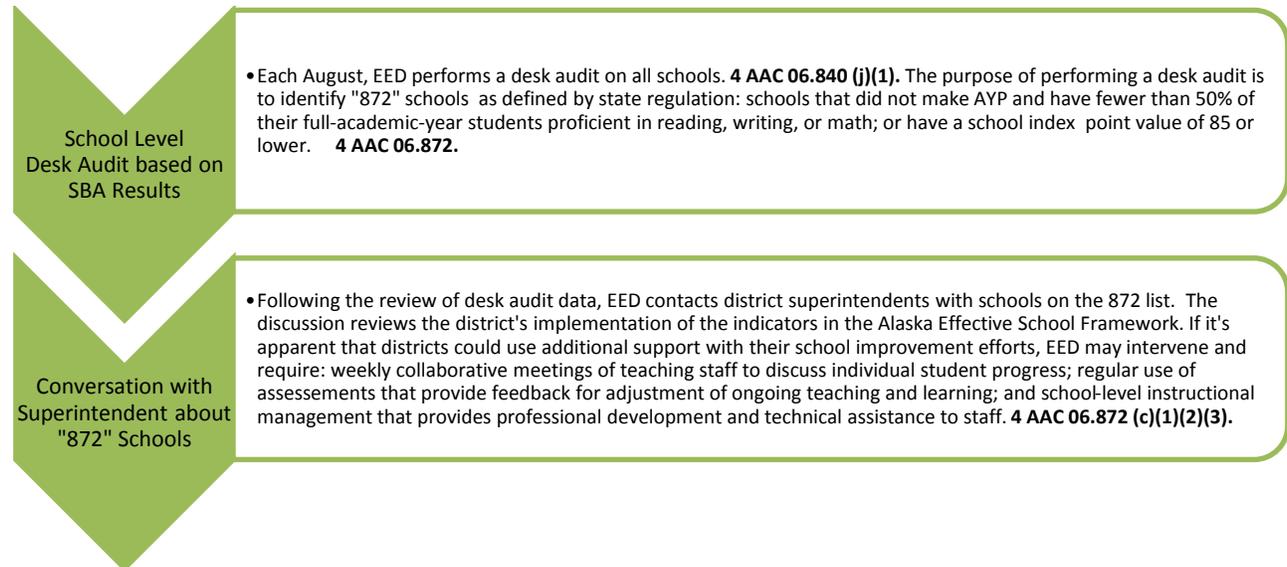
At the Universal Access level of support, all districts and schools have access to information and resources aligned to the six domain areas. Examples of assistance provided at the Universal Access level are information provided through the ACC and EED websites (visit <http://www.alaskacc.org/allrs> or <http://education.alaska.gov/>), audio or web conferences, and regional or State conferences offered to participants from all districts. At the Targeted level of support, EED provides increased resources and support available to schools and districts identified in greater need. Examples of this support are on-site professional development opportunities or specific content area institutes provided by contractors. At the Comprehensive level of support, EED provides focused support for those districts and schools at the highest level of need to assist them in meeting the expectations set out by the State of Alaska. Examples of this support include the assignment of SSOS coaches and on-site professional development.

Tier I: Universal Access	Tier II: Targeted	Tier III: Comprehensive
<ul style="list-style-type: none"> •Description: Designed to provide all districts with access to information about the best practices in the six domains of effective schools (curriculum, assessment, instruction, supportive learning environment, professional development, and leadership). •Example: Districts and schools meeting AYP. •Focus: Tier I sites use most effective practices to improve student achievement and ask for support when they need it. •Support Provided by EED: SSOS is available to help identify and leverage resources for school and district improvement. In addition, EED offers access to our website, audio and web conferences, Alaska STEPP and regional or State conferences. 	<ul style="list-style-type: none"> •Description: Designed to provide districts and schools in greater need with additional assistance. •Example: Districts and schools not meeting AYP, “872” schools, and most Level 4 Districts in Corrective Action. •Focus: Tier II districts that receive Title I funding submit District Improvement Plans (DIPs), “872” schools and Title I schools at Level 2 or above are required to submit School Improvement Plans (SIPs). •Support Provided by EED: SSOS staff ensures that leadership teams identify the evidence of implementation as well as its impact on students. In addition to providing Tier II with a centralized pool of resources, EED may offer expertise provided by contractors who work directly with teachers and administrators on implementing effective instructional practices. 	<ul style="list-style-type: none"> •Description: Designed to provide districts in the highest level of need with rigorous and explicit interventions. •Example: High-needs “872” schools; Districts in Intervention. •Focus: Tier III schools and districts focus on key areas that will have an immediate impact on student achievement. Expectations are clearly defined by district and EED. Implementation is monitored by EED. •Support Provided by EED: In addition to providing Tier III schools and districts with a centralized pool of resources, SSOS provides support for administrators and teachers in the implementation of effective instructional and leadership practices and systems through a SSOS Coach.

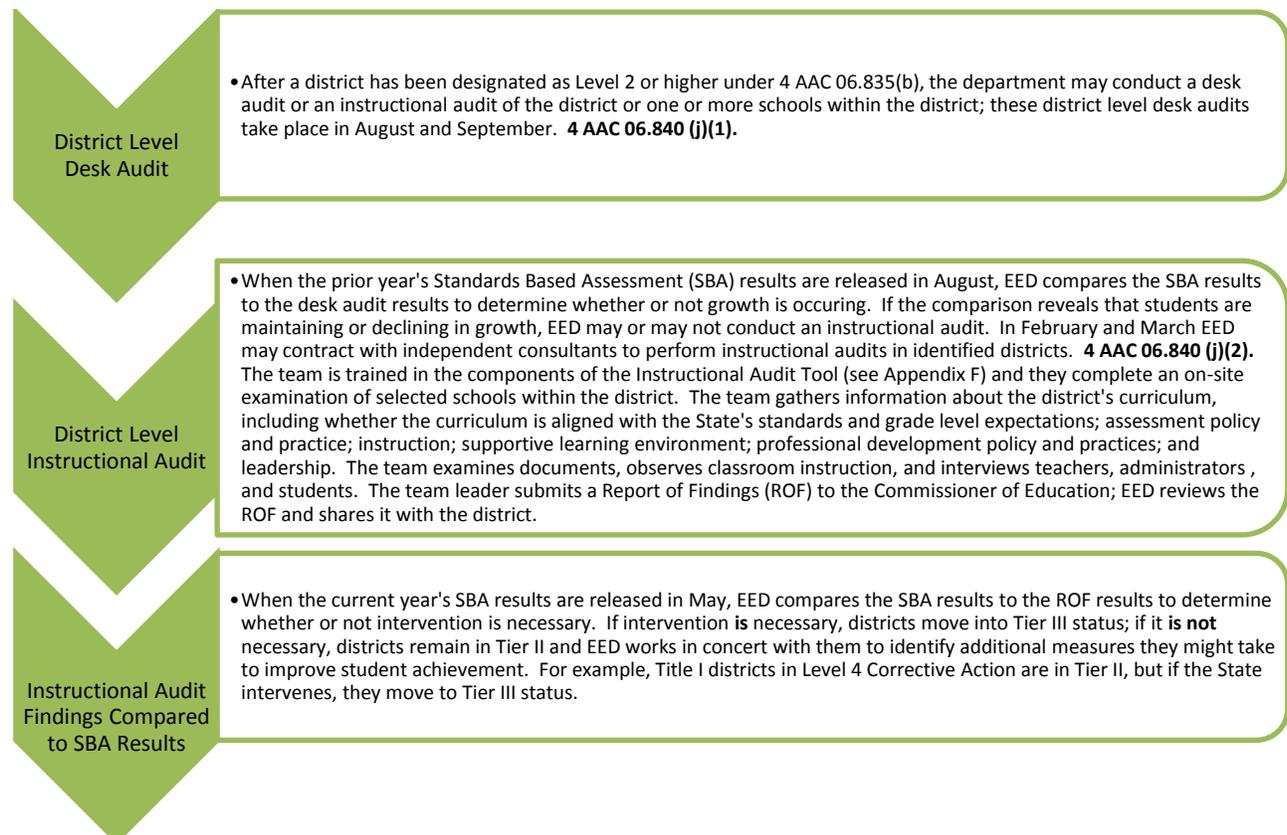
Tier Identification Process

All schools and districts are in one of three tiers; the following diagram outlines the tier identification process.

School Level Desk Audit



District Level Audit



Appendix A: School Improvement Planning Calendar

<ul style="list-style-type: none"> • Fiscal year begins July 1 • Summer training for SSOS service providers as needed • Preliminary AYP data released <p>July</p>	<ul style="list-style-type: none"> • Final AYP data released • Desk audits for all schools and Level 3 and 4 districts • EED identifies "872" schools <p>August</p>	<ul style="list-style-type: none"> • SSOS works with districts to schedule monthly site visits • Fall screener testing window • Providers' Conference every other year <p>September</p>	<ul style="list-style-type: none"> • Title I District and School Improvement Plans due • EED has conversations with superintendents about "872" schools • HSGQE retest testing window <p>October</p>
<p>November</p>	<ul style="list-style-type: none"> • Fall HSGQE results available • HSGQE Individualized Remediation Plans from intervention districts due to EED by December • Winter training for SSOS service providers <p>December</p>	<ul style="list-style-type: none"> • HSGQE Individualized Remediation Plans must be implemented by start of semester 2 • Winter screener testing window <p>January</p>	<ul style="list-style-type: none"> • Instructional audits, if needed • ELP testing window • Terra Nova testing window <p>February</p>
<ul style="list-style-type: none"> • Instructional audits • ELP testing window <p>March</p>	<ul style="list-style-type: none"> • HSGQE testing window • SBA testing window • Alternative Governance Plans due for Title I schools at Level 5, Year 1 <p>April</p>	<ul style="list-style-type: none"> • End-of-year meeting for SSOS service providers • Spring AIMSweb testing window <p>May</p>	<ul style="list-style-type: none"> • State Leadership, Literacy conferences • Fiscal year ends June 30 <p>June</p>

Appendix B: Alaska Statutes and Federal Law Related to the SSOS

AS 14.03.015. State education policy.

It is the policy of this state that the purpose of education is to help ensure that all students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them.

AS 14.03.123. School and district accountability.

- (a) By September 1 of each year, the department shall assign a performance designation to each public school and school district and to the state public school system in accordance with (f) of this section.
- (f) In the accountability system for schools and districts required by this section, the department shall
 - (1) implement 20 U.S.C. 6301 – 7941 (Elementary and Secondary Education Act of 1965), as amended;
 - (2) implement state criteria and priorities for accountability including the use of
 - (A) measures of student performance on standards-based assessments in reading, writing, and mathematics, and including competency tests required under AS 14.03.075;
 - (B) measures of student improvement; and
 - (C) other measures identified that are indicators of student success and achievement; and
 - (3) to the extent practicable, minimize the administrative burden on districts.

AS 14.07.020. Duties of the department.

- (a) The department shall
 - (1) exercise general supervision over the public schools of the state except the University of Alaska;
 - (16) establish by regulation criteria, based on low student performance, under which the department may intervene in a school district to improve instructional practices, as described in AS 14.07.030 (14) or (15); the regulations must include
 - (A) a notice provision that alerts the district to the deficiencies and the instructional practice changes proposed by the department;
 - (B) an end date for departmental intervention, as described in AS 14.07.030(14)(A) and (B) and (15), after the district demonstrates three consecutive years of improvement consisting of not less than two percent increases in student proficiency on standards-based assessments in math, reading, and writing as provided in As 14.03.123(f)(2)(A); and
 - (C) a process for districts to petition the department for continuing or discontinuing the department's intervention;
 - (17) notify the legislative committees having jurisdiction over education before intervening in a school district under AS 14.07.030(14) or redirecting public school funding under AS 14.07.030(15).
- (b) In implementing its duties under (a)(2) of this section, the department shall develop

- (1) performance standards in reading, writing, and mathematics to be met at designated age levels by each student in public schools in the state; and
- (2) a comprehensive system of student assessments, composed of multiple indicators of proficiency in reading, writing, and mathematics...

AS 14.07.060. Regulations.

The board shall adopt regulations that are necessary to carry out the provisions of this title. All regulations shall be adopted under AS 44.62 (Administrative Procedure Act).

AS 14.50.080. Consent to reasonable conditions.

The governor or the board as the federal law may require may accept all reasonable conditions which may be required by the federal government as a condition to receiving federal money for education purposes.

NCLB. Section 1116. Academic assessment and local educational agency and school improvement.

NCLB. Section 1117. School support and recognition.

Appendix C: Alaska Administrative Codes Related to the SSOS

4 AAC 06.800-899. School and district accountability.

4 AAC 06.759. High school graduation qualifying examination: remediation.

- (a) A district shall provide remediation to a student who has not passed one or more subtests of the state high school graduation qualifying examination (HSGQE) after the fall administration of the HSGQE in the student's 11th grade year. Remediation must begin no later than the start of the student's 11th grade year and continue as necessary for the student to pass all subtests of the HSGQE. Nothing in this subsection prevents a district from offering remediation at an earlier time.

4 AAC 06.800. Purpose.

The purpose of the school and district accountability system is to ensure that by school year 2013-14, all students will reach proficiency or better in language arts and mathematics.

4 AAC 06.840. Consequences of not demonstrating adequate yearly progress.

- (j) At any time after a district has been designated as Level 2 or higher under 4 AAC 06.835(b), the department may conduct a desk audit or an instructional audit of the district or one or more schools within the district. The department may require a district to provide information, including a self-assessment, as part of either audit process. To the extent permitted under federal law, the department will use federal programmatic funds allocated to the district to pay the cost of an instructional audit.
- (1) "desk audit" means a review of data to determine the reasons a district has not demonstrated adequate yearly progress;
 - (2) "instructional audit" means an on-site review of the instructional policies, practices, and methodologies of the district or one or more schools within the district; an instructional audit may include a review of the district's or school's
 - (A) curriculum, including whether the curriculum is aligned with the state's standards and grade level expectations adopted in 4 AAC 01.140 and 4 AAC 04.150;
 - (B) assessment policy and practice;
 - (C) instruction;
 - (D) school learning environment;
 - (E) professional development policy and practices; and
 - (F) leadership.
- (k) If a district is designated under 4 AAC 06.835(b) as Level 3, the department will prepare to take corrective action in the district consistent with this subsection. If the district is designated as Level 4, by the end of the school year in which the district receives the designation, the department will implement one or more of the following corrective actions in the district:
- (3) defer programmatic funds or reduce administrative money provided to the district from federal sources;

- (4) institute and implement a new curriculum based on state content standards adopted in 4 AAC 04.140 and performance standards adopted in 4 AAC 04.150, including the provision, for all relevant staff, of appropriate professional development that
 - (A) is grounded in scientifically-based research; and
 - (B) offers substantial promise of improving educational achievement for low-achieving students;
 - (5) replace the district personnel who are relevant to the district's receipt of the designation;
 - (6) remove schools from the jurisdiction of the district and provide alternative arrangements for public governance and supervision of these schools;
 - (7) in conjunction with at least one other action in this subsection
 - (A) authorize students to transfer from a school operated by the district to a higher-performing public school operated by another district; and
 - (B) provide to these students transportation, or the costs of transportation, to the other school;
 - (8) appoint a receiver or a trustee to administer the affairs of the district in place of the chief school administrator, and school board.
- (l) Following the audit process described in (j) of this section, or, if no audit has been conducted, before implementing corrective action in a district under (k) of this section, the department will give notice to the district regarding the possible corrective actions, if any, under consideration for the district. A district has 15 days after receipt of notice to submit comments and evidence to the department before corrective action is implemented. When determining the appropriate corrective action under (k) of this section, the department will consider
- (1) the results of any audit conducted under (j) of this section;
 - (2) the actions taken by the district to address the district's failure to demonstrate adequate yearly progress;
 - (3) the growth that the district has shown in the proficiency level of its students;
 - (4) the public interest; and
 - (5) comments and evidence submitted by the district.

4 AAC 06.845. School improvement plan

- (a) A school required to submit a school improvement plan under 4 AAC 06.840(c) shall submit the plan to its district for approval not later than 90 days after designation under 4 AAC 06.835(a).
- (b) After receiving a plan from a school under (a) of this section, a district shall
 - (1) establish a peer review process to assist with a prompt review of the plan;
 - (2) work with the school as necessary to modify the plan; and
 - (3) no later than 45 days after receiving a plan from a school, approve the plan for submission to the department if the plan meets the requirements of this section.
- (c) In developing a school improvement plan, a school must
 - (1) consult with parents, school staff, and other interested persons;

- (2) cover a two-year period;
 - (3) incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the designation;
 - (4) adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all students will meet a proficiency level of proficient or advanced on the state assessments by school year 2013-14;
 - (5) provide assurance that the school will allocate and spend at least 10 percent of the funding allocated to the school under 20 U.S.C. 6301 - 6339 (Part A of Title I of the Elementary and Secondary Education Act) to provide the school's teachers and principal with high-quality professional development that directly addresses the academic performance problem that caused the designation;
 - (6) explain how the high-quality professional development will directly address the academic performance problem that caused the designation;
 - (7) establish specific annual, measurable objectives for continuous and substantial progress by all students collectively and each subgroup of students enrolled in the school that will ensure that all students will meet a proficiency level of proficient or advanced on the state assessments by school year 2013-14;
 - (8) describe how the school will provide written notice about the designation of the school to parents of each student enrolled in the school, in a format and, to the extent practicable, in a language that the parents can understand;
 - (9) specify the responsibilities of the school and district, and the responsibilities agreed to by the department, in implementing the improvement plan;
 - (10) include strategies to promote effective parental involvement in the school;
 - (11) incorporate, as appropriate, activities for students before school, after school, during the summer, and during any extension of the school year; and
 - (12) incorporate a teacher mentoring program.
- (d) A school shall implement its plan immediately after receiving approval from the district. If the department determines that changes in the plan will improve the performance and progress of students at the school, the department will require changes to the plan at any time, including after implementation.

4 AAC 06.850. District improvement plan.

- (a) A district required to submit a district improvement plan under 4 AAC 06.840(h) shall submit the plan to the department for approval not later than 90 days after designation under 4 AAC 06.835(b).
- (b) In developing a district improvement plan, a district shall
- (1) cover a two-year period;
 - (2) consult with parents, school staff, and other interested persons;

- (3) incorporate scientifically based research strategies that strengthen the core academic program in the schools served by the district;
 - (4) identify actions that have the greatest likelihood of improving the achievement of students in meeting the academic performance requirements in 4 AAC 06.810;
 - (5) address professional development needs of the instructional staff;
 - (6) include specific measurable achievement goals and targets for all students collectively and each subgroup of students;
 - (7) address the fundamental teaching and learning needs in the schools of the district, and the specific academic problems of low-achieving students, including a determination of why any of the district's prior plans failed to bring about increased student academic performance;
 - (8) incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year;
 - (9) specify the responsibilities of the department under the plan, including specifying the technical assistance to be provided by the department; and
 - (10) include strategies to promote effective parental involvement in the school.
- (c) For each district for which the department has conducted an instructional audit under 4 AAC 06.840(j), the department will, after consultation with the district, draft a district improvement plan unless the department finds that the district has adequate instructional policies, practices, and methodologies. The district improvement plan may include
- (1) adoption of the program described in 4 AAC 06.872(c);
 - (2) technical assistance to the district regarding the implementation of a program for improvement under the improvement plan; or
 - (3) one or more corrective actions described in 4 AAC 06.840, 4 AAC 06.865, or 4 AAC 06.870 for the district as a whole or at a school in the district.
- (d) The technical assistance required under (c)(2) of this section may be provided by department personnel or by a contractor, and may include a site visit. The department may redirect the district's funding under AS 14.17 to provide money to pay for services by a contractor that the commissioner determines are necessary under this section. If a district fails to take an action required under the district improvement plan, the commissioner may, after notice to the district and an opportunity for the district to respond, cause the district's funding under AS 14.17 to be redirected to pay for the action or to a holding account for the district until the action is completed. The department will not redirect a district's funding under this subsection, and will not impose corrective action that involves personnel under (c)(3) of this section, if in each of the three previous years the district demonstrated increases of at least two percentage points in the standards-based assessment in mathematics, reading, and writing under 4 AAC 06.737.
- (e) A district may petition the department at any time to cease or continue an intervention taken by the department under this section. In considering whether to grant a petition under this subsection, the department will consider the
- (1) factors described in 4 AAC 06.840(j)(2); and

(2) public interest.

(f) The department will not take action under (c) - (d) of this section unless it has reached a conclusion, after consideration of the evidence, that its action will likely improve student achievement.

(g) Compliance with (c) - (f) of this section does not necessarily constitute compliance with a district's other responsibilities for school or district improvement under 4 AAC 06.800 - 4 AAC 06.899.

4 AAC 06.852. Technical assistance.

- (a) If a school is designated as Level 2 or higher under 4 AAC 06.835(a), the district within which the school is located shall ensure that the school receives appropriate technical assistance as the school develops and implements its improvement plan under 4 AAC 06.845 and throughout the plan's duration.
- (b) A district may arrange for the technical assistance to be provided by one or more of the following:
- (1) the district;
 - (2) the department;
 - (3) an institution of higher education;
 - (4) a private or not-for-profit organization, a private for-profit organization, an educational service agency, or another entity with experience in helping schools improve academic achievement.
- (c) Technical assistance must be based on scientifically based research and include assistance in
- (1) analyzing data from the state assessments, and other examples of student work, to identify and develop solutions to problems in
 - (A) instruction;
 - (B) implementing the requirements for parental involvement and professional development; and
 - (C) implementing the school improvement plan, including district-level and school-level responsibilities under the plan.
 - (2) identifying and implementing professional development and instructional strategies and methods that have proved effective, through scientifically based research, in addressing the specific instructional issues that caused the district to designate the school; and
 - (3) analyzing and revising the school's budget so that the school allocates its resources more effectively to the activities most likely to
 - (A) increase student academic achievement; and
 - (B) remove the school from its designation.

4 AAC 06.872. School-level desk audits.

- (a) Each year, at the same time the department is conducting district desk audits under 4 AAC 06.840(j), the department will conduct a school-level desk audit of all schools in the state. The department will identify a school as needing additional analysis if the school
- (1) did not make adequate yearly progress under 4 AAC 06.805;

- (2) has fewer than 50 percent of its full-academic-year students score proficient or higher on the mathematics, reading, or writing standards-based assessment under 4 AAC 06.737; and
 - (3) has a school index point value under 4 AAC 33.540 of 85 or lower.
- (b) The department will determine whether the schools identified in (a) of this section would benefit from being placed on a program for improvement of instructional practices as described in (c) of this section. In making this determination, the department will consult with the superintendent of the district in which the school is located and will consider
- (1) the reasons the school has been identified, including whether the school serves a special population;
 - (2) whether the state has imposed a district improvement plan under 4 AAC 06.850(c) as a result of an instructional audit under 4 AAC 06.840(j);
 - (3) whether the district has implemented a comparable program in the school;
 - (4) whether the school has shown substantial growth in student achievement; and
 - (5) for a school with fewer than 20 tested students, multiple years of data.
- (c) After the department has determined under (b) of this section that a school would benefit from a program for improvement of instructional practices, the department will send notice of this determination to the district in which the school is located. In the notice, the department will inform the district of the deficiencies that need to be remedied and a timetable for implementation of the program and for amendment of the school improvement plan developed under 4 AAC 06.845 for the school. Within 30 days after receiving the notice, the district shall take action under the timetable as required by the department, and shall verify in writing to the department that it has taken that action. A program for improvement of instructional practices must include
- (1) weekly collaborative meetings of teaching staff to discuss individual student progress; logs of the meeting shall be recorded and sent to the superintendent;
 - (2) regular use of assessments that provide feedback for adjustment of ongoing teaching and learning in order to improve achievement of intended instructional outcomes; and
 - (3) school-level instructional management that provides professional development and technical assistance to staff and addresses grade-level expectations in the instruction.
- (d) The department will provide technical assistance to the district regarding the implementation of the program in (c) of this section, unless the commissioner determines that technical assistance is not required. Technical assistance may be provided by department personnel or by a contractor, and may include a site visit. The department may redirect money from the district's funding under AS 14.17 to pay for services by a contractor that the commissioner determines are necessary under this section.
- (e) The commissioner may require the district to implement or amend at a school under a program for improvement of instructional practices
- (1) corrective action described in 4 AAC 06.840 or 4 AAC 06.865; or
 - (2) a remediation plan under 4 AAC 06.759 for students at the school who have not passed the state high school graduation qualifying examination (HSGQE).
- (f) If a district fails to take the action required under this section, the commissioner may, after notice to the district and an opportunity for the district to respond, cause the district's funding under AS 14.17 to be redirected to pay for the action or to a holding account for the district until the action is completed. Before requiring action under this subsection, the commissioner will consider the
- (1) comments from the superintendent of the district;
 - (2) action taken by the district to improve the school;
 - (3) number of years the school has been identified under this section; and
 - (4) factors listed in (b) of this section.

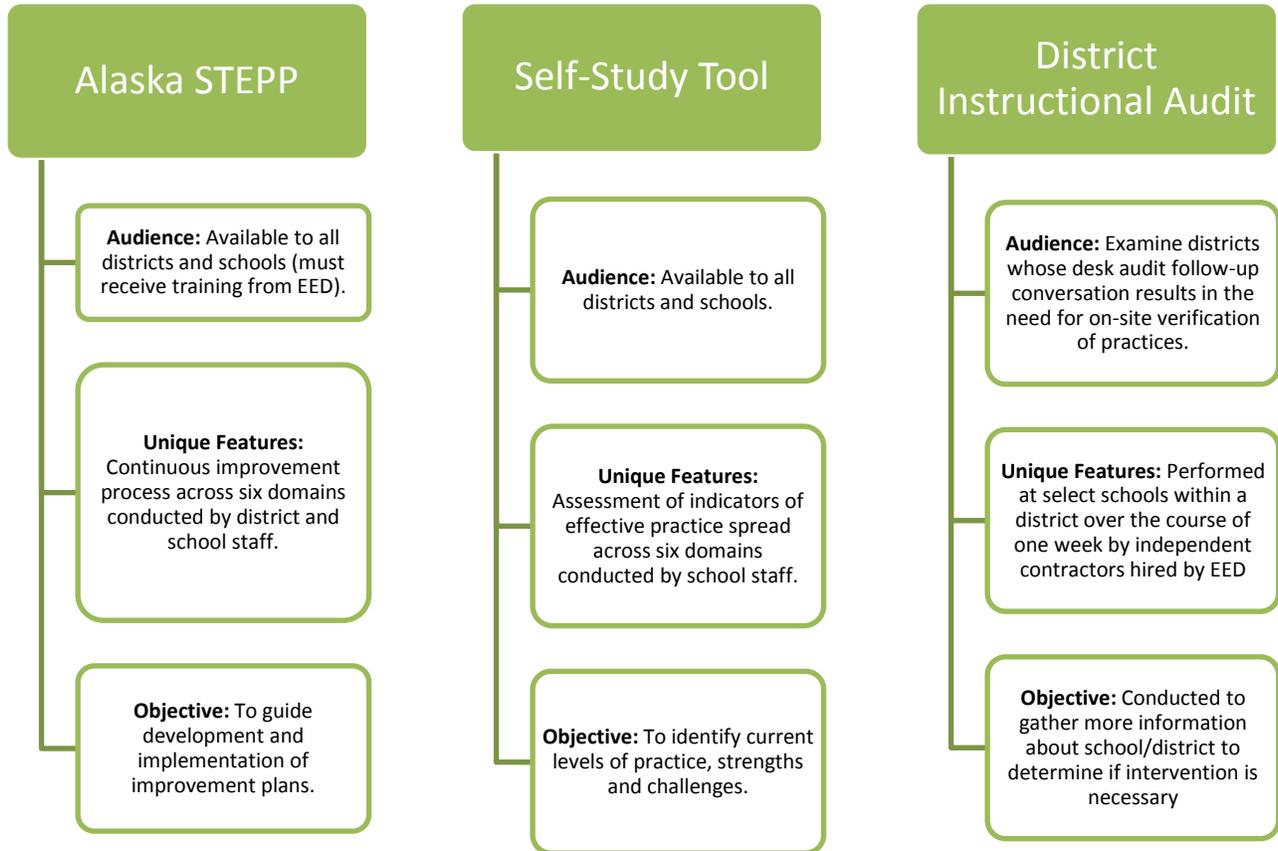
- (g) The department will not redirect a district's funding under (d) or (f) of this section, and will not impose corrective action that involves personnel under (e) of this section, if in each of the three previous years the district demonstrated increases of at least two percentage points in the standards-based assessment in mathematics, reading, and writing under 4 AAC 06.737.
- (h) A district may petition the department at any time to cease or continue an intervention taken by the department under this section. In considering whether to grant a petition under this subsection, the department will consider the
 - (1) factors described in (b) and (f) of this section; and
 - (2) public interest.
- (i) Notwithstanding any other provision of this section, the department will not take action under this section unless it has reached a conclusion, after consideration of the evidence, that its action will likely improve student achievement.
- (j) Compliance with this section does not necessarily constitute compliance with a district's other responsibilities for school or district improvement under 4 AAC 06.800 - 4 AAC 06.899.

Appendix D: Alaska Effective Schools Framework: Domains and Indicators

Curriculum	
Indicator	
1.1	The district-approved curricula, which are aligned with Alaska State Standards, are being implemented.
1.2	A review process is used to determine if the curricula addresses the learning needs of all students.
1.3	The district consistently reviews adoption and/or development of curricula based on the Alaska State Standards for each content area.
1.4	Assessment data are used to identify gaps in the curricula.
1.5	A district-wide review process is used to determine if the district-approved curricula address the learning needs of all students and to make changes to the curricula when needed.
Assessment	
Indicator	
2.1	School and district-wide assessments are aligned to the Alaska State Standards and district curricula.
2.2	School and district staffs use established systems for managing and accessing data.
2.3	Universal screening assessments are administered multiple times a year, in all SBA-tested content areas.
2.4	School staff reviews SBA data to evaluate school programs and student performance.
Instruction	
Indicator	
3.1	There is a system in place to ensure that classroom instructional activities are aligned with the Alaska State Standards.
3.2	A coherent, written, school-wide plan to help low performing students become proficient has been implemented.
3.3	The use of research-based instructional practices guides planning and teaching.
3.4	Teachers regularly measure the effectiveness of instruction using formative assessment.
3.5	District and school leaders collaborate with the community to communicate high academic expectations to students.
Supportive Learning Environment	
Indicator	
4.1	Effective classroom management strategies that maximize instructional time are evident throughout the school.
4.2	School-wide operational procedures are in place to minimize disruptions to instructional time.
4.3	District and school-wide behavior standards in policy and are communicated to staff, parents, and students.
4.4	The school has implemented an attendance policy.
4.5	Extended learning opportunities are made available and utilized by students in need of additional support.
4.6	The school and classroom environments reflect cultural awareness and understanding of cultural values of the students and community.

4.7	Staff communicates effectively with parents about learning expectations, student progress, and ways to reinforce learning at home.
4.8	Staff communicates with parents and community member to inform them about school priorities and to invite their participation.
4.9	Physical facilities are safe and orderly.
Professional Development	
Indicator	
5.1	Student achievement data are a primary factor in determining professional development priorities.
5.2	District teacher and principal evaluation processes are aligned with the Alaska Professional Teacher Standards and the Standards for Alaska's Administrators.
5.3	Professional development is embedded into the daily routines and practices of school staff.
5.4	Mentoring is provided to support new teachers in the development of instructional and classroom management skills.
5.5	Sufficient time and resources are allocated to support professional development outlined in the school improvement plan.
Leadership	
Indicator	
6.1	District/school leaders facilitate the development of the district/school improvement goals and the alignment of district and school goals.
6.2	District and school leaders assist staff in understanding student achievement data and its use in improving instruction.
6.3	District staff systematically monitors the implementation of the school improvement plans.
6.4	District and school leaders ensure that staff have access to and are implementing Alaska State Standards.
6.5	School leader conducts formal and informal observations and provides timely feedback to teachers on their instructional practice.
6.6	District and school leaders have a productive, respectful relationship with parents and community members regarding school improvement efforts.
6.7	District has a process for the school instructional leader to receive support and guidance as part of the administrator evaluation process.
6.8	School leader regularly analyzes assessment and other data, and uses the results in planning for the improved achievement of all students.
6.9	District provides information and training in the use of evaluation policies and procedures for all personnel.

Appendix E: Improvement Planning Tools based on the Alaska Effective Schools Framework

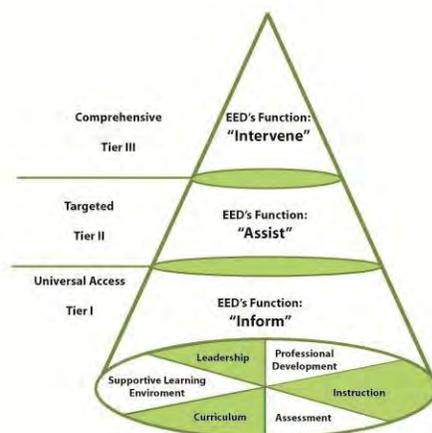


Appendix F: SSOS Coaching Agreement

SSOS Coaching Agreement

The purpose of the State System of Support (SSOS) is to support districts as they build their capacity to implement sustainable school improvement strategies, aligned to the six domains, with fidelity. The SSOS Coaching Program works collaboratively with district administrators, site leaders, and staff to implement sustainable, quality educational practices. SSOS coaches are Alaskan educators who are chosen for their educational coaching aptitude, for their education systems expertise, and for their understanding of the unique context of teaching in Alaska. SSOS coaches receive training in the tools and protocols most relevant to their work, including root cause analysis, precision goal setting, Alaska STEPP and improvement planning, systems change, and specific leadership and instructional practices. The coaching model used by all SSOS coaches is Cognitive Coaching.SM This approach emphasizes that the coaching relationship is reciprocal. The coach's role is to shine a spotlight of awareness on data in the environment and to support self-directed learning and change; the coach is not a solver of another's problems. The SSOS coach's role is to provide assistance to the site leader and staff to achieve their school improvement goals. SSOS coaches do not evaluate district staff, nor do they participate in discussions regarding hiring, plans of improvement, or dismissal of employees.

The SSOS tri-tiered model of support for the six domains of the Alaska Effective School Framework: Curriculum, Assessment, Instruction, Supportive Learning Environment, Professional Development and Leadership.



State System of Support Coaching Agreement

The purpose of this document is to outline the reciprocal agreements between the SSOS coach, the district administration, the site leader, and the Department of Education & Early Development necessary for all parties to achieve results.

Agreements between District Leadership, Site Leadership and the State System of Support (SSOS) Coach

1. The superintendent will communicate with principals and staff regarding purpose and role of the SSOS coach in collaboration with EED staff; further clarification will be provided by coach or, when necessary, EED staff.
2. The site leader and coach will collaboratively decide upon a calendar of monthly coach visits. The coach and site leader will commit to this schedule and will communicate unavoidable changes well in advance. This schedule should:
 - a. Provide protected time and maximum opportunity for working on school improvement goals.
 - b. Accommodate the needs of the site leader, staff and coach.
 - c. *Not* occur during major school events or when the majority of staff is scheduled to be out of the building.
3. A Plan of Service will be created collaboratively between site leader and coach during the first site visit. The site leader and coach will mutually agree upon:
 - a. 1-3 specific, measurable goals within the school improvement Key/SMART indicators.
 - b. Specific actions necessary for achieving those goals in a designated timeline.
 - c. Designated responsibilities for the coach and the site leader within the goals and action steps.
4. The site leader and coach will communicate regularly between site visits to determine the specific plan for each site visit before the date of arrival.
5. Leader and coach work together throughout the site visit. This will include:
 - a. Designated meeting time on the first and last day of the visit to discuss current status, goals, progress, and next steps.
 - b. Joint observation of instruction.
 - c. Planning and reflecting conversations regarding the professional learning community (PLC) meetings and staff meetings.
 - d. Data analysis and data briefings.
6. Coach and site leader will record progress and next steps on the monthly report; copies will be provided to district leadership and EED.

Support Provided by SSOS Coach and the Alaska Department of Education & Early Development (EED) to Districts and Schools Participating in the SSOS Coaching Program

1. The coach will focus on developing a professional relationship with the site leader that provides opportunity for growth, successful implementation of the site leader's goals, and a deeper understanding and application of school improvement systems.
2. Through coaching conversations with the principal, the coach will provide support targeted to the goals and action plans of the site's leadership team.
3. The coach will provide assistance and professional development in school improvement processes that increase the capacity of the site leader and staff to improve student achievement. These processes, as determined by EED, include:
 - a. Data briefing systems, systematic use of assessment data, and the use of data to determine instruction.
 - b. Professional learning community protocols and structures.
 - c. Systems to ensure implementation of district-adopted curricula and instructional materials and the use research-based instructional practices.
 - d. Intervention systems for students with low performance; development and implementation of HSGQE remediation plans.
 - e. Principal walk-throughs to increase the use of effective instructional practices by all teachers.
 - f. Practices that promote a school-wide supportive learning environment (cultural relevance, maximized student learning time, school-wide positive behavior support, classroom management).
 - g. Use of Alaska STEPP and the implementation of the Alaska STEPP plan (or the paper improvement plan).
4. The coach will assist with data gathering and data analysis to assist site leader and staff in determining progress toward goals.
5. The coach will, when requested, obtain resources and information related to goals.
6. The coach will be on-site five days per month during the school year, with the exception of December; coach will provide distance support between visits.
7. EED SSOS staff will provide, as requested, additional information and support as it relates to the district's improvement work.

Logistical Support Provided by District and School for SSOS Coach

1. The district and school will arrange for logistical support, including:
 - a. Reliable and consistent transportation to and from the airstrip.
 - b. Safe accommodations that include access to kitchen and bathroom facilities.
 - c. Coach access in and out of in-school accommodations after school hours.
 - d. Secure storage, if requested, for small tub of essentials.

2. The coach will be made available to all staff and will schedule instructional support such as observation, modeling, or co-teaching in collaboration with the site leader.
3. The district/school will provide log in/password information to coach and EED for assessment systems such as AIMSweb and MAP.
4. The site leader will provide logistical support to ensure that teachers/staff have time and resources needed to work with coach (e.g., release time, flexibility with master school schedule). The district administration will support these efforts, removing barriers and providing resources when possible.
5. The district administration will, before the first site visit, provide visit information vital for working with the site, including but not limited to:
 - School and district calendar
 - Site staffing configuration and names of teachers
 - Copies of district curricula
 - List of adopted and commonly used instructional materials
 - Access to First Class (or similar) in order to be informed about district-wide communications
 - List of other training contractors working with the site
 - Copy of district and school professional development plan
 - School schedule

Appendix G: Overview of the Self-Study Tool

The Self-Study Tool (SST) was developed to help schools conduct an internal review as part of their school improvement efforts. The SST materials are based on the Instructional Audit Tool that has been used throughout Alaska to conduct on-site school audits by external teams of educators. The SST process provides teams from a school community an opportunity to engage in discussion and evidence-based inquiry. It is not intended to be the basis for evaluation or for making comparisons across schools. The end product is not a score, but the identification of current strengths and limitations, which can assist school staff members in their school improvement efforts.

The tool is organized around six domains that represent important areas of successful school functioning: curriculum, assessment, instruction, supportive learning environment, professional development, and leadership.

Each domain consists of a series of key elements that are grounded in school improvement literature. It is not necessary for a school team to conduct the self-study across all six domains at once. For instance, a team might choose to begin by examining only one or two domains, such as instruction and/or supportive learning environment.

To complete this self-study, the entire school faculty, or a smaller leadership team, works in small groups to locate evidence, make ratings, and summarize findings. Parents, community members, and students may also be involved. When a team engages in the self-study process, it is important for each team member to begin with an open mind, setting aside assumptions and relying on evidence to make ratings on each of the elements. Some of the options for use of the SST include:

- Teams may start by examining a single domain area, using the initial discussion questions and then dividing up the elements they wish to tackle. In a subsequent meeting they can share their evidence, and then the whole group can come to a consensus on the rating of each element. Ultimately, the entire group needs to agree.
- Teams may focus on one or more, but not all, domains. Different teams might each work on the same domain and then compare their ratings, or the teams might “jigsaw” the effort so that each group looks at a different domain.
- Larger school districts with the capacity to do so, may wish to employ one team or several smaller teams in the use of the SST to review their status in all domains. Because this option requires collecting evidence to make ratings, it is the most thorough, yet time consuming of all the options.

The findings from any of these options can be useful for determining school direction and goal setting for school improvement planning. The three essential aspects of the process, which should remain consistent, are that 1) all ratings are based on evidence; 2) teams reach a consensus on the ratings; and 3) the process is transparent- findings are presented back to the entire school faculty and to the school community.

For complete details, please see the instructions in the Self-Study Tool booklet.

Appendix H: Overview of Alaska STEPP

Alaska STEPP is a school improvement planning tool available to all districts in the state. As of August 2012, half of the districts in Alaska are participating in the Alaska STEPP process.

Alaska STEPP is an online tool that is structured to promote a continuous improvement process. Schools and districts assess their implementation of indicators of effective practice, create action plans to address focus areas, and monitor progress, revising when needed. The process is intended to be carried out by a team of educators and others who are committed to the growth of the school. The Alaska STEPP plan can be used as the Title I School or District Improvement Plan; it is designed to meet all the requirements for schools that receive Title I funding.

Alaska STEPP substitutes for the paper-based:

- Title I District Improvement Plans (DIP)
- Title I School Improvement Plans (SIP)
- Self-Study Tool (SST)
- Title I Comprehensive Schoolwide Plan

Alaska STEPP is organized by the six domains: curriculum, instruction, assessment, supportive learning environment, professional development, and leadership. Within the domains are indicators of effective educational systems. These indicators are divided into three categories: Key, SMART, and Comprehensive. SMART indicators are those that are aligned with federal Title I School Improvement requirements. Key indicators are those that align with the initiatives of the Alaska Department of Education & Early Development; these are also those indicators that are essential in phase I, or the foundation phase, of school improvement. Many indicators are both Key and SMART. Comprehensive indicators (the remainder of the indicators) are those that are part of phase II.

Planning for improvement leads districts and sites to assess respective strengths and challenges, to celebrate strengths and to address needs effectively. Improvement plans have required elements in order to be in compliance with state and federal law.

This tool changes improvement planning in the following ways:

- Completed online in web-based environment instead of on paper
- Links self-assessment and planning
- Provides research based strategies in areas of need
- Encourages constant and consistent use as a continuous improvement model
- Leads users through assessment, goal setting and task writing to break down big ideas into concrete tasks assigned to specific people with due dates
- Provides a longitudinal set of information that shows progress toward goals
- Links several programs and/or requirements of the state and federal programs so that schools/districts have less overall “paperwork” to complete

The Process of Alaska STEPP

Alaska STEPP is a tool for both school improvement teams and district improvement teams. The overall process is primarily the same, but the indicators, rubrics, and resources are tailored to the lens of either the school or the district.

Assess Indicators. Alaska STEPP's foundation is a set of research-based indicators of effective practice. The indicators provide a benchmark for teams to use to assess their systems and procedures. The indicators are categorized into six domains of effective practice: curriculum, instruction, assessment, supportive learning environment, professional development, and leadership.

Student Outcome Indicators compliment the system-based indicators to provide links to data analysis and federal and state government requirements. These indicators are found in the following domains: Data Analysis, Title I Schoolwide Plan, and SIG Transformation. To assess these indicators teams analyze multiple data sets across the grades. This process guides teams in determining the specific needs of each student subgroup and the needs of the student body as a whole. The Data Analysis domain (which generates the Needs Assessment) is to be completed by all districts and schools each fall.

Schools and districts that are in their first year of Alaska STEPP assess all Key and SMART indicators. All indicators have rubrics describing stages of development from limited to exemplary. Teams score their school or district by examining evidence that supports the rating. It is strongly recommended that teams set a time limit for the discussion; most teams find that 15-20 minutes are adequate.

It is important to realize that the purpose of assessing indicators is to give an accurate representation of what is currently happening at the site. Providing accurate descriptions is essential for two reasons. First, it provides teams a clear starting point, thus opening the possibility of making a meaningful decision about what plan to make. Second, it provides the district the opportunity to support efforts at the site in an efficient and effective manner. District teams set the tone of this honest reflection by stating the intention of assessing.

Create a Plan. Schools and districts create goal-oriented plans with discrete tasks in Alaska STEPP in "Create School/District Plan." After analyzing data and determining focus areas, teams are guided through a planning process that uses this information to create plans with high potential for improving student achievement. Alaska STEPP saves user's work and does not allow users to move forward unless all required information has been completed. This prevents lost time and errors in planning.

Implementation. Alaska STEPP is a tool that provides a framework for schools and districts to plan in a continuous improvement format. This allows for realistic timelines when planning immediate objectives or those that will take several years to accomplish. Built-in supports such as the Rubric, *WiseWays*, and Planning Your Meeting assist teams to work efficiently and to use best practices. The software is user-friendly and stores information for easy reference. Instructions for how to use these tools are found within the User Manual.

However, the software cannot implement the plan; that is the work of professional educators on site and at the district level. The improvement team leads this process but should not be solely responsible for every task. Not only will this over burden individuals, but research in school and district improvement shows that it is essential to include a wide variety of school and community

stakeholders. This creates shared vision, shared ownership and shared responsibility that leads to higher-order change that is sustainable.

If a school or district writes a plan with objectives that require a change in practices or philosophy, it is essential to strategize for leading people through that adjustment alongside the plan for increasing student achievement. On the Alaska STEPP dashboard, there are links to information about the turnaround process and guiding these initiatives. These links are located at the bottom of the dashboard under “Other Documents/Web Pages.” In addition, Alaska Department of Education & Early Development staff is available to assist schools and districts in accessing resources.

Monitor the Plan. Plans must be implemented in order to affect change. Alaska STEPP assists teams with keeping their plan dynamic with Monitor Plan. Teams report on the progress made toward accomplishing the objectives and their related tasks. This helps the team to hold themselves accountable for the work they designed and allows them to adjust their plan when necessary. It is recommended that teams begin each meeting with the monitoring step.

EED Support for Districts and Schools Using Alaska STEPP

EED supports districts in this improvement planning model by offering onsite training for principals and other leaders. Participating districts and schools also take part in monthly webinars, hosted by EED, that review technical aspects of the tool, present further information on school improvement, and encourage collegial support and problem solving across the district to work towards common goals.

Whether a district chooses to use STEPP or the paper planning process, EED staff (SSOS coaches in Tier III districts) support schools and districts in their understanding of the domains and indicators. SSOS Coaches in Tier III districts assist the principal, and, when applicable, the leadership team, to assess current levels of implementation and to help define and focus their improvement goals. Educators and coaches discuss these goals using the planning, reflecting, and/or problem resolving coaching conversations. Coaches also provide, when requested, additional support toward implementation of the school’s plan by modeling, co-teaching, professional development, or other requested services.

Appendix I: Elements of the Alaska Peer Review Guidance Document

Introduction

An Alaska school or district curriculum is an educational plan that defines the content to be taught, the resources (e.g., textbooks, kits, atlases, resource guides, etc) and instructional methods to be used, and the assessment processes to be employed for documenting student progress and achievement. Further, a district curriculum must include a plan for staff development. Overall, the curriculum is expected to be aligned with Alaska Performance Standards and Grade Level Expectations (GLEs) and allow for the collection and use of data to inform instruction. The Department of Education & Early Development also supports the inclusion of Alaska Cultural Content Standards adopted by the Alaska State Board of Education in school and district curricula.

Alignment of curriculum, instruction, and assessment with the Alaska GLEs is an essential element of focus for districts. Ideally, curricula are vertically aligned across grade levels and content areas. If standards-aligned curriculum is implemented with fidelity in each classroom, student achievement is fostered and instructional goals and objectives are met.

Purpose of Guidance

The Department of Education & Early Development (EED) issues this Guidance to provide districts with information to prepare for the department's peer review, as designated by state regulation 4 AAC 05.080 and enforced through regulation 4 AAC 06.840.

This Guidance represents the department's current thinking on this topic. Based on feedback from Alaska Peer Reviewers or other invited experts, new critical elements or important sources of evidence may be added to the Guidance. It does not create or confer any rights for or on any person. This Guidance does not impose any requirements beyond those required under applicable law and regulations. This document is intended to guide districts through a peer review process focused on examining evidence about curriculum-to-standards alignment but not to teach or instruct districts about the methods for performing curriculum-to-standards or curriculum-to-assessment alignment studies.

District Curricular System

A district may include in its curricular system multiple approaches to its design.

- A district's curricular system may employ either a uniform set of materials district-wide or a combination across schools. Districts using a combination of materials and resources must address issues of comparability and equivalency. For example, a student attending one elementary school must be able to continue to progress toward proficiency in the standards even if moved into another elementary school within the district that uses different materials.
- A district's curricular system may be supplemented through the use of correspondence course materials. These correspondence materials are approved by the Commissioner when evidence of alignment to standards and comparability and equivalency to other district course materials has been collected.
- A district's curricular system may include local standards which incorporate the local culture.

A district may support curriculum-to-standards alignment and fidelity of implementation of standards-based instruction by

- Identifying key resources and materials to be used for each grade and content area and verifying their alignment to state standards;
- Identifying or developing appropriate measures for gauging student progress toward achievement targets for each grade and content area and verifying their alignment to state standards;
- Indicating the processes for ensuring alignment to the state's academic content standards in each content area and grade and the timeframe for review;
- Providing information regarding the progress of teachers relative to staff development goals for effective curriculum implementation ;
- Establishing criteria to ensure that curricular materials, resources, and assessments are coherent, comprehensive, and synchronized with the levels of cognitive complexity (depth) and content breadth embodied by the state's academic standards;
- Demonstrating that all materials can be sufficiently differentiated to address the instructional needs of all students, including those who are currently performing at far below proficient, below proficient, proficient, and advanced levels;
- Receiving school board approval per regulation 4 AAC 05.080; and
- Receiving the department's final approval per state regulation 4 AAC 06.840.

The Peer Review Process

To determine whether districts have met curriculum-to-standards alignment requirements, EED will be using the Alaska Peer Review process. This process relies on involvement of local, state, and national experts and colleagues in the fields of standards and curriculum. The Alaska Peer Reviewers will evaluate districts' curricular systems only against state regulations and requirements. In other words, peer reviewers examine characteristics of a district's curricular system that will be used to hold the district accountable under regulation 4 AAC 06.840 *Consequences of not demonstrating adequate yearly progress*.

The Alaska Peer Review process does not directly examine a district's local standards or formative assessment instruments. Rather, it examines *evidence* compiled and submitted by each district that is intended to show that all facets of its curricular system (resources, materials, instruction, and assessment) meet state requirements. Such evidence may include, but is not limited to, final aligned curriculum documents, results from alignment studies, adopted policies, and curriculum committee meeting minutes. Peer reviewers will advise the department on whether a district's curricular system meets a particular level of sufficiency based on the totality of evidence submitted. Peer reviewers also provide constructive feedback to help districts strengthen their systems.

Role of Peer Reviewers

With this Guidance document as a framework, peer reviewers will use expert professional judgment to evaluate the evidence supplied by the district and determine the degree to which the district's final curricular system complies with the state requirements. Their evaluation of the final curricular system serves two purposes. First, the peer reviewers' comments are sent to the district as a technical assistance tool to support improvements in the system. Second, the peer reviewers' comments are used to inform the EED during final decision-making about each district's compliance status.

Review Process

- The Alaska Peer Review teams are trained in advance of the review process. They are facilitated through a mock review process by curriculum and instruction specialists and calibrated to ensure common understanding and interpretation of each critical element in the Guidance prior to reviewing any district's evidence.
- Districts will submit evidence of compliance consistent with the peer review schedule announced by the department. The evidence is then distributed by the department to each member of the Peer Review team in advance of a review meeting to allow for a thorough independent review based on the Guidance. At the review meeting, a team of at least three peer reviewers discusses the evidence provided by the district and records their opinions. Sufficient evidence must be provided to convince these experienced professionals that the curricular system is being implemented in a manner that meets state requirements.
- During this process, this Guidance is used as a framework to support a series of analytic judgments by peer reviewers. The review team addresses each of the critical elements in the Guidance document, evaluating the status of each component of the district's curriculum based on the evidence provided.
- To ensure common understanding of the value or usefulness of different pieces of evidence, decision rules will be recorded by peer reviewers. Decision rules are guidelines related to the application of Guidance criteria that explain how or why reviewers assigned a particular rating or reached a particular decision about a piece or type of evidence. That same rationale then is applied in all situations in which that type of evidence is presented, thereby promoting consistency in decisions over time and across reviewers.
- For each district evaluated, the peer reviewer team will provide a brief statement of the degree to which the curricular system meets state requirements and a summary of the changes needed, if any, to meet those requirements. The peer reviewers are responsible for providing feedback to each district that is informative and is consistent with professional standards and best practice. Generally, if changes in a district's curricular system are required in order to meet state requirements, peer reviewers present options rather than prescriptive instructions.
- The Alaska Peer Review team then prepares a report based on its examination of the evidence for all districts in that round of review.
- To ensure reliability of decisions over time (i.e., across rounds of review) and across peer reviewers, decisions will be monitored by the department. Peer reviewers also will be monitored to ensure ongoing calibration.

Review Teams

On each team, one person is designated team leader; this person is responsible for seeing that peer notes are clear, complete, and delivered to EED staff at the end of the review meeting. An EED staff person, assigned as a resource to each Peer Review Team, is responsible for (1) assisting the review team in obtaining adequate and appropriate information from the district prior to the review meeting; (2) contacting the district during the review meeting to obtain clarification or additional information needed by the reviewers; (3) securing resources needed to support the team during the meeting; and (4) accurately reporting the review team's deliberations as EED determines the district's compliance status. Department staff may question or even challenge the peer reviewers in order to promote clarity and consistency with the Guidance; they will not, however, impose their views or require substantive changes to the peer reviewers' judgments.

Role of the School District

Districts should familiarize themselves with instructions for completing the review document. To facilitate the peer review process, a district should organize its evidence with a brief narrative response to each of the critical elements in the Guidance (e.g., 1.1, 1.2, etc.). In the Guidance, the department has provided a suggested submission model to help districts develop their narratives and identify documents that constitute appropriate evidence of meeting the requirements for each critical element.

Districts are urged when possible to provide all acceptable evidence listed in the Guidance. In some occurrences the same evidence may be referenced in multiple sections. Further, districts can submit evidence that is not listed in the Guidance. Some sections identify specific evidence the department is requiring with the submission. These are marked with an asterisk.

Districts then submit final review documents and all evidence to the department in electronic and hard copy (one) formats.

Each district will be asked to designate a representative who can be contacted by telephone during the review process to provide clarification or additional information, if requested.

Once peer reviewers complete their review, feedback will be forwarded to the department and then to districts. If any critical elements are missing information that could not be secured through a telephone conversation with the designated representative, districts will be given a timeline for resubmitting evidence to meet the peer review requirements.

Section 1.0 School/district curriculum are aligned with Alaska Standards and Grade Level Expectations (GLEs).

Overview and Definitions

To establish common expectations for the academic achievement of all students, the State expects all public school districts to adhere to a set of challenging academic content standards and grade level expectations. These standards should guide the selection of appropriate district resources and materials for classroom instruction. Those materials and resources selected for use must be aligned to state standards and adaptable to allow for differentiated instruction and ensure inclusion of those students with disabilities and students who are not yet proficient in English.

Standards

Content standards are the overarching goals that describe, in the broadest terms, what all students in Alaska should know and be able to do. Performance standards state what students should know and be able to do at grades 5-7, 8-10, 11-14, and 15-18. Grade-level expectations are specific statements of the knowledge and/or skills that students are expected to demonstrate at each grade level. They serve as checkpoints that monitor progress toward the performance standards and ultimately the content standards. The grade-level expectations do not replace the performance standards; rather, they serve to explicate and clarify the standards. They also serve to define and communicate eligible content, or the range of knowledge and skills from which priorities for instruction and state assessment are drawn.

Stakeholders

Participants in the alignment process should be drawn from district personnel. These staff should be using the curriculum and know the GLEs and the content addressed. They may be experienced teachers, administrators, and other specialists working directly with students. In some cases, they may be drawn from a broader group of community stakeholders. Districts should consider cultural diversity and other demographic considerations when identifying alignment participants.

Proficiency Descriptors

Proficiency level descriptors are statements that describe the knowledge and skills expected at different proficiency levels with respect to the content standards, performance standards, and grade-level expectations. Alaska has four

proficiency levels: far below proficient, below proficient, proficient, and advanced. The proficiency level descriptors describe the expected level of performance at each of these four levels.

Evidence-Based Research

All materials/resources require a decision making process supported by the appropriate balance of sound theory and relevant empirical evidence. Most publications reference evidence of research. Overall, a district's decision needs to be thoughtful showing evidence of diligence in selecting materials.

Cognitive Complexity/Depth of Knowledge/Level of Rigor

Cognitive complexity, also known as depth of knowledge, refers to the level of rigor or cognitive demand required for a student to demonstrate mastery of a particular standard or GLE. Typically, standards for any grade or content area will include a range of levels of cognitive complexity (i.e., some more complex and some less complex). District curriculum should encourage the teaching of advanced skills as well as foundational skills and show a balanced progression toward higher levels of cognitive complexity as GLEs carry into the next grade.

Response to Instruction/Intervention

Response to Instruction/Intervention (RTI) is a framework for instruction that has a purpose: to improve the academic achievement and educational outcomes of *every student*. The RTI model supports the practice of providing high-quality instruction and interventions matched to students' individual needs, monitoring progress frequently to guide decision making about changes in instruction or educational goals, and using data to monitor each child's response to instructional strategies or interventions. The RTI concepts supported by EED make use of a multi-tiered approach that incorporates quality instruction and effective interventions for all students. The use of 'tiered' models is common in both education and mental health. The RTI model can be applied in all academic content areas, such as math, written language and reading. It can also be applied to social behavior and school environment.

Differentiation

To differentiate instruction is to recognize students varying background knowledge, readiness, language, preferences in learning, interests; and to react responsively. Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process.

1.0 School/district curriculum are aligned with Alaska Standards and Grade Level Expectations (GLEs).

- 1.1 A process was used to identify appropriate resources and materials available for each GLE.
 - a) Who were the stakeholders involved and how often did they meet? Of the stakeholders, which have experience and knowledge in the content and GLEs?
 - b) How did proficiency descriptors guide resource selection?
 - c) What was the process to identify and select aligned, evidence-based researched materials? How were gaps in the resources and materials determined? How were materials selected to address gaps?
 - d) How are the resources/materials used in your district? Are the ways in which they are being used consistent with the developers' (or vendors') stated purpose?
 - e) What evidence supports claims that the materials are aligned to state standards? At what level were they found to align (e.g., was the unit of analysis the standard or GLE level)?
- 1.2 All learners were considered in the selection of resources and materials.
 - a) What considerations were made for students with disabilities, English language learners, and advanced learners?

- 1.3 A process was used to ensure that the full range of content (breadth) represented in the GLEs is represented in the collection of resources/materials.
- Who were the stakeholders and how often did they meet?
 - How did the stakeholder group determine a full range of content for the collection of materials?
- 1.4 A process was used to ensure the full range of depth of knowledge (DOK) or cognitive complexity represented in the GLEs is represented in the collection of resources/materials.
- Who were the stakeholders involved and how often did they meet?
 - How did stakeholders assign/identify the cognitive complexity (i.e., Blooms taxonomy descriptors or Webb's depth of knowledge levels) for each GLE?
 - How did the stakeholder group determine an appropriate range of cognitive levels for the collection of materials?
 - How does the curriculum framework show progression in student understanding?
 - How do the materials support differentiated instruction so that the needs of struggling learners and gifted students can be addressed?

Section 2.0 School/district curriculum has aligned formative/summative assessment components.

Overview and Definitions

To ensure that districts are able to evaluate whether all students are progressing toward proficient and advanced levels, aligned formative and summative assessments are required to support classroom instruction and monitor student progress. All public school students must participate in the district assessment system, including those with disabilities and those who are not yet proficient in English.

Districts may choose to implement a variety of formative/summative assessments. The evaluative system might include common assessments, interim formative assessments, curriculum-based measures, and end-of-course assessments. If a district only uses assessments referenced against national norms at a particular grade (i.e., norm-referenced curriculum based measures), those assessments must be augmented with additional items to ensure the tool accurately measures the full depth and breadth of the state academic content standards.

Formative Assessments

Formative assessment is part of the instructional process. When embedded in classroom practice, formative assessment provides the information needed to adjust teaching strategies during the time of instruction to support optimal learning outcomes. In this sense, feedback from formative assessment informs both teachers and students about student understanding at a point where instruction can be adjusted and interventions implemented as needed.

Summative Standards-Based Assessments

Summative assessments are given periodically to determine at a particular point in time what students know and do not know in relation to state standards. Summative assessment at the district/classroom level is an accountability measure that is generally used at the end of a unit or course of instruction as part of the grading process.

Although the information that is gleaned from this type of assessment is important, it can only help in evaluating certain aspects of the learning process. Because they are administered (1) at the end of instruction, not during, and (2) at less frequent intervals, e.g., every few weeks, months, or once a year, results from summative assessments can be used to help evaluate the effectiveness of programs, school improvement goals, alignment of curriculum, or student placement in specific programs. Summative assessments happen too far down the learning path to provide the finely-grained information to guide instruction at the classroom level or to make adjustments and interventions to teaching strategies *during* the learning process.

2.0 School/district curriculum has aligned formative/summative assessment components.

- 2.1 Ongoing use of aligned classroom assessments document student progress and achievement.
- a) What types of formative assessment practices are used in your district?
 - b) How are results from formative assessments used in your district? Are they providing instructional feedback to students and teachers?
 - c) What evidence supporting claims of instructional sensitivity of formative assessments has been collected? Or means to support the implementation of instructional-sensitive formative assessments?
- 2.2 A structure is in place to support continued use of aligned formative/summative assessments.
- a) What is the process for collaboratively examining student work for alignment to proficiency descriptors and GLEs?
 - b) How are tools and strategies for formative/summative assessments shared?
 - c) How are formative/summative assessments connected to other school improvement initiatives?

Section 3.0 School/district curriculum is implemented with fidelity.

Overview and Definitions

The governing body of a district shall adopt, in the manner required by AS 14.14.100(a) a curriculum that describes what will be taught students in grades kindergarten through grade 12. The district curriculum can incorporate local standards along with required state standards.

Comparability and Equivalency

Students who move between schools must receive comparable instruction through materials that are equally aligned to the grade level expectations. Assurances are necessary that schools are pacing through materials at rates that are equivalent over time so students are able to maintain comparable progress toward the standards regardless of school attended.

Stakeholders

District level participants must include experienced teachers, administrators, and other specialists working directly with students at each grade level. Districts involving stakeholders in this process ensure cultural identities and other demographic considerations when designing or adopting a curriculum.

Fidelity

Fidelity (or integrity) of implementation is the delivery of instruction in the way in which it was designed to be delivered, i.e., in keeping with the intent of the standards, district and school policies for effective instruction, and community expectations.

3.0 School/district curriculum is implemented with fidelity.

- 3.1 The curriculum is fully adopted by the school board.
- a) The curriculum contains a statement that the document is used to guide for planning instructional strategies. Does the audience for the statement point to the teachers? Does the statement express the purpose of the curriculum?
 - b) The curriculum contains a statement of goals that the curriculum is expected to accomplish. Will the listed goals be measured? Where do the goals reflect district philosophy?

- c) The curriculum must set out content that can reasonably be expected to accomplish the goals. How does the curriculum support instruction in preparation of the summative spring assessments?
 - d) There is a review process to determine if the curriculum is responsive to the learning needs of all students. How will data be used to determine the curriculum is meeting the needs of all earners? Who are the stakeholders involved in reviewing the curriculum? What assurances exist that all subgroups are represented in the curriculum?
 - e) A schedule or plan to address each content area undergoing review at least once every six years. How does the timeline address grades K-12 in each specific content area?
- 3.2 A system is in place that guarantees teachers are prepared to use district curriculum.
- a) How are teachers prepared to use curriculum materials with fidelity? How does this preparation provide multiple entry points for novice as well as experienced teachers?
 - b) How are new teachers to the district prepared to implement the curriculum with fidelity?
 - c) How does district leadership programs support and monitor for implementation of curriculum?

Appendix J: Consequences of Not Meeting Adequate Yearly Progress

For Schools Receiving Title I, Part A Funds

Level 1	Alert: Prepare and implement a school plan, consult with district and EED to receive technical assistance to meet AYP in next year.
Level 2	School Improvement Status Year 1: Develop a school improvement plan. After district review and approval, implement plan. District sends plan to EED. Provide school choice, if choice is available, or supplemental educational services (SES) and inform parents of designation and choice (or SES) options as appropriate.
Level 3	School Improvement Status Year 2: Continue to implement school improvement plan (revised as necessary), continue to provide choice, offer supplemental services if not already provided due to limited choice, and inform parents.
Level 4	Corrective Actions: Continue school improvement plan, choice, SES, and inform parents. <i>In addition, district must take one of the following actions:</i> replacement of staff; implementation of a new curriculum; decrease management authority at school level; appoint an outside expert; extend the school day or year; or restructure the internal organization of the school. [4 AAC 06.865 & NCLB 1116(b)(7)]
Level 5	<p>Restructuring: Year 1 - Continue school improvement plan, choice and SES, and inform parents. <i>District required to prepare a restructuring plan for alternative governance using one of the following actions:</i> reopen as a charter school, replace all or most of the staff, enter into a contract with a management company, turn over operation of the school to the state, or any other major restructuring of a school's governance arrangement consistent with section 1116 of NCLB.</p> <p>Restructuring: Year 2 - Implement restructuring plan for alternative governance. Continue to implement school improvement plan, continue to provide school choice and supplemental services, inform parents. [4 AAC 06.870 & NCLB 1116(b)(8)]</p>

For Schools Not Receiving Title I, Part A Funds

Level 1	Alert: Prepare and implement a school plan, consult with district and Department to receive technical assistance to meet AYP in next year.
Level 2 & Above	School Improvement: School shall develop & implement school plan, and notify parents.

For Districts

Level 1	Alert: Consult with the Department regarding reasons for not meeting AYP.
Level 3	District Improvement: District shall develop & implement a district improvement plan, submit the plan to EED, request technical assistance from EED, and provide notice to parents. [4 AAC 06.840(h), 06.850, & NCLB 1116(c)]
Level 4	District Corrective Action: Continue district improvement plan. <i>EED must take at least one corrective action:</i> defer programmatic funds or reduce administrative money from federal sources; institute new curriculum; replace district personnel; remove schools from jurisdiction of district; authorize students to transfer to another district; or appoint trustee to administer districts in place of school board. [4 AAC 06.840(k) & NCLB 1116(c)(10)(C)]

Financial Consequences

District	Set-aside 20% (or amount equal to) of district's Title IA allocation to provide choice/SES if any Title I school is in Level 2 or above
District	Spend 10% of district's Title IA allocation to provide professional development if district is identified at Level 2 or above and receives IA funds (may include 10% school-level allocation for professional development).
School	Spend 10% of school's Title IA allocation for professional development if school is in Level 2 or above.

Appendix K: Menu of Available Services

Curriculum

Resource	Tier I	Tier II	Tier III
Curriculum Alignment Institute	X	X	X
SSOS Coaches		X	X

Assessment

Resource	Tier I	Tier II	Tier III
Data Interaction for Alaska Student Assessments (DIASA)	X	X	X
SSOS Coaches		X	X

Instruction

Resource	Tier I	Tier II	Tier III
Response to Instruction/Intervention Guidance Document	X	X	X
Response to Instruction/Intervention PowerPoint	X	X	X
SSOS Coaches		X	X
Alaska Statewide Mentor Project (ASMP)	X	X	X

Supportive Learning Environment

Resource	Tier I	Tier II	Tier III
SESA's PBS Resource Center/Clearinghouse	X	X	X
SESA's PBS Implementation Support			X
SSOS Coaches		X	X

Professional Development

Resource	Tier I	Tier II	Tier III
Alaska Reading Course	X	X	X
SSOS Coaches		X	X

Leadership

Resource	Tier I	Tier II	Tier III
Alaska Administrator Coaching Project (AACP)	X	X	X
Rural Alaska Principal Preparation Project (RAPPS)	X	X	X
Alaska School Leadership Institute (ASLI)		X	X
Collaborative Meeting DVD	X	X	X
GLE Walkthrough DVD	X	X	X
Observation Protocols	X	X	X
SSOS Coaches		X	X

Appendix L: Templates for SSOS Coach Reports

State System of Support Coaching Program Plan of Service FY13

The Plan of Service should be developed collaboratively with the district and/or school administrative staff and the coach during the first site visit.

1. Prior to development of the Plan of Service, leader and coach review student achievement and other data to identify needs.
2. Identify at least three domains that will be the primary area of focus.
3. Identify at least one specific indicator for each domain that will be the primary areas of focus. At least one indicator in each domain must be a SMART and/or Key indicator.
4. For each indicator, identify the current level of implementation.
5. For each indicator, identify the data that will be utilized to document monthly progress (i.e. SBA, AIMSweb, professional development agendas, staff feedback, classroom observations).
6. For each indicator, identify at least one measurable goal that will be accomplished by December.
7. For each measurable goal, describe initial actions committed to by coach, leader, others.

In January, coach and leader revise the Plan of Service. This includes designating new goals or continuing to work toward implementation of current goals.

State System of Support Coaching Program Plan of Service FY13	
Date: District, Site: Leader: Coach:	
Summary of Student Achievement and Other Data Identifying Needs:	
Areas of Focus	
Domain: Indicator:	
Description of current level:	
Measurable goal:	
Data to be used to document progress:	
Actions:	
Domain: Indicator:	
Description of current level:	
Measurable goal:	
Data to be used to document progress:	
Actions:	
Domain: Indicator:	
Description of current level:	
Measurable goal:	
Data to be used to document progress:	
Actions:	

Attach calendar of proposed coach visits; include significant school events as appropriate.

State System of Support Coaching Program

Monthly Report FY13

1. Report separately for each indicator identified in the Plan of Service.
2. For each indicator, provide the goals identified in the Plan of Service and a data summary that documents the current level of implementation and progress.
3. For evidence of implementation in this indicator, provide information that describes progress made since your last visit (i.e. observations, conversations, documents). Use title/roles for individuals in this section instead of names in order to protect confidentiality (e.g., “the second grade teacher,” “the paraprofessional for grades 3-5.”)
4. For actions/next steps, document action steps committed to by team and identify those that are the responsibility of the coach, leader, and (if applicable) other team members.
5. For notes, include any pertinent information necessary to provide a written record of other issues (e.g., barriers that are outside the control of the coach or leader).
6. Always follow FERPA rules and avoid including student names, ID numbers, or other identifying information.

State System of Support Coaching Program Monthly Report FY13	
Date of site visit: District, Site: Leader: Coach:	
Domain: Indicator: Measurable goal:	
Summary of data (attach data displays as needed) used by team to document progress:	
Evidence of Implementation as observed by leader and coach	Actions/Next Steps <i>*note actions committed to by coach, leader, others</i>
Notes:	
Domain: Indicator: Measurable goal:	
Summary of data (attach data displays as needed) used by team to document progress:	
Evidence of Implementation as observed by leader and coach	Actions/Next Steps <i>*note actions committed to by coach, leader, others</i>
Notes:	
Domain: Indicator: Measurable goal:	
Summary of data (attach data displays as needed) used by team to document progress:	
Evidence of Implementation as observed by leader and coach	Actions/Next Steps <i>*note actions committed to by coach, leader, others</i>
Notes:	

Appendix M: Cultural Standards for Alaska Students

Standard A

Culturally knowledgeable students are well grounded in the cultural heritage and traditions of their community.

Students who meet this cultural standard are able to:

- 1) assume responsibilities for their role in relation to the well-being of the cultural community and their lifelong obligations as a community member;
- 2) recount their own genealogy and family history;
- 3) acquire and pass on the traditions of their community through oral and written history;
- 4) practice their traditional responsibilities to the surrounding environment;
- 5) reflect through their own actions the critical role that the local heritage language plays in fostering a sense of who they are and how they understand the world around them;
- 6) live a life in accordance with the cultural values and traditions of the local community and integrate them into their everyday behavior; and
- 7) determine the place of their cultural community in the regional, state, national, and international political and economic systems.

Standard B

Culturally knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.

Students who meet this cultural standard are able to:

- 1) acquire insights from other cultures without diminishing the integrity of their own;
- 2) make effective use of the knowledge, skills, and ways of knowing from their own cultural traditions to learn about the larger world in which they live;
- 3) make appropriate choices regarding the long-term consequences of their actions; and
- 4) identify appropriate forms of technology and anticipate the consequences of their use for improving the quality of life in the community.

Standard C

Culturally knowledgeable students are able to actively participate in various cultural environments.

Students who meet this cultural standard are able to:

- 1) perform subsistence activities in ways that are appropriate to local cultural traditions;
- 2) make constructive contributions to the governance of their community and the well-being of their family;
- 3) attain a healthy lifestyle through which they are able to maintain their social, emotional, physical, intellectual, and spiritual well-being; and
- 4) enter into and function effectively in a variety of cultural settings.

Standard D

Culturally knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.

Students who meet this cultural standard are able to:

- 1) acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders;
- 2) participate in and make constructive contributions to the learning activities associated with a traditional camp environment;
- 3) interact with Elders in a loving and respectful way that demonstrates an appreciation of their role as culture-bearers and educators in the community;
- 4) gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance;
- 5) identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems; and
- 6) engage in a realistic self-assessment to identify strengths and needs and make appropriate decisions to enhance life skills.

Standard E

Culturally knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.

Students who meet this cultural standard are able to:

- 1) recognize and build upon the interrelationships that exist among the spiritual, natural, and human realms in the world around them, as reflected in their own cultural traditions and beliefs as well as those of others;
- 2) understand the ecology and geography of the bioregion they inhabit;
- 3) demonstrate an understanding of the relationship between world view and the way knowledge is formed and used;
- 4) determine how ideas and concepts from one knowledge system relate to those derived from other knowledge systems;
- 5) recognize how and why cultures change over time;
- 6) anticipate the changes that occur when different cultural systems come in contact with one another;
- 7) determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds; and
- 8) identify and appreciate who they are and their place in the world.

Appendix N: Listing of Persons in the SSOS Structure (2012-2013)

Commissioner of Education and Early Development	Mr. Mike Hanley
Deputy Commissioner of EED	Mr. Les Morse
Rural Education Coordinator	Mr. Chris Simon
Director of Teaching and Learning Support (acting)	Mr. Paul Prussing
ESEA/NCLB Administrator	
Ms. Margaret MacKinnon	margaret.mackinnon@alaska.gov
ESEA School Improvement Program Specialist	
Ms. Angela Love	angela.love@alaska.gov
SSOS Administrator	
Mr. Brad Billings	brad.billings@alaska.gov
SSOS Program Specialist	
TBD	@alaska.gov
Content Specialist: Literacy	
Ms. Karen Melin	karen.melin@alaska.gov
Content Specialist: Math	
Ms. Cecilia Miller	cecilia.miller@alaska.gov
Content Specialist: Science	
Dr. Bjorn Wolter	bjorn.wolter@alaska.gov
SSOS Education Associate	
Ms. Dena Iutzi-Mitchell	dena.iutzi-mitchell@alaska.gov

Glossary

“872” School – School that meets specific criteria, per 4 AAC 06.872, indicating need for EED and district consultation.

AACP- Alaska Administrator Coaching Project. Is part of the ASMP; it is a state initiative in which principals and superintendents receive support through leadership institutes, workshops, and coaches. The goals are to develop instructional leaders, increase student achievement, and reduce administrator turnover. Under the AACP, inexperienced administrators or those new to Alaska are paired with a coach for one or two years. The administrators receive guidance in organization and facilitation, teacher observation and evaluation, the use of data to improve instruction, and the use of effective school-level and classroom practices.

ACC – Alaska Comprehensive Center. Supports EED with high quality, research-based resources. The ACC is one of sixteen centers funded by the U.S. Department of Education to support states in increasing student achievement. The website presented by the ACC is for all educators serving Alaska’s K-12 schools. It brings together in one place current information about improvement planning and strategies that districts can use to meet the provisions of NCLB and increasing student performance. For more information visit <http://dev.alaskacc.org/ssos>.

Alaska Reading Course- EED developed a scientifically based Alaska Reading Course focusing on the five critical elements of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. It includes word study and comprehension through writing of text. The course gives any teacher necessary skills to deliver reading instruction.

Alaska STEPP- Steps Toward Educational Progress and Partnership, an entirely web-based school improvement system used by district and school improvement teams to inform, coach, sustain, track, and report improvement activities.

AMO – Annual Measurable Objective. AMO is the percentage of students that must score at a proficient level or higher on state assessments. By year 2013-14 the AMOs for language arts and math are 100%.

ASMP- Alaska Statewide Mentor Project. EED created the ASMP in partnership with the University of Alaska in support of their shared mission to improve academic achievement for students in Alaska. The ASMP includes two components: teacher mentoring for beginning teachers; and principal coaching for new school principals. The goals of the program are to increase teacher retention, increase student achievement, and equip principals with the skills to be instructional leaders and effective managers.

AYP - Adequate Yearly Progress. When a school or district meets the state’s goals for reading/language arts and mathematics, it makes AYP.

Best practice - A best practice is a technique or methodology that, through experience and research, has proven to reliably lead to a desired result. A commitment to using the best practices is a commitment to using all the knowledge and technology at one’s disposal to ensure success.

Desk Audit – A review of assessment data to determine the reasons a district or school has not demonstrated adequate yearly progress.

DIASA- Data Interaction for Alaska Student Assessments. An online database, allows for dynamic access to SBA student performance results. It is password protected with hierarchical access to varying levels of depth into the data, in order to protect individual students. The data interaction system permits approved users to create their own reports, graphs or data files; conduct ad hoc data queries and analysis; disaggregate on user-selected subgroup variables; drill down from summaries to individual students; and print reports in PDF format or export to other software programs.

Domain – Broad area of policy or practice related to effective and successful school functioning.

EED – Alaska Department of Education & Early Development.

Formative Assessment - An assessment conducted at the classroom level intended to be used by teachers to monitor and adjust instruction based on student need.

GLE - Grade Level Expectations. GLEs are based on Alaska’s Content and Performance Standards, provide teachers with grade level teaching roadmaps, and for what may be assessed in the Standards Based Assessments (SBA).

Instructional Audit – An on-site review of the instructional policies, practices, and methodologies in the six domains of effective practice.

LEA – Local Education Agency. In Alaska, school districts are LEAs.

NCLB - No Child Left Behind Act. NCLB is the latest version of the federal Elementary and Secondary Education Act, signed into law January 8, 2002.

PBS – Positive Behavior Support. School-wide behavioral supports for positive environments.

Principal Walkthroughs- A process developed for principals to monitor the coverage of the grade level expectations in math, reading, writing, and science during classroom instruction.

RTI - Response to Instruction/Intervention. In Alaska, RTI provides a framework to support all students using a tri-tiered triangle model that addresses both academic instruction and behavioral support.

SSOS - State System of Support. State and federal law requires EED to provide a system of intensive and sustained support to districts and schools that are in need of improvement, in corrective action, or in restructuring.

SEA – State Education Agency. In Alaska, the SEA is the Department of Education & Early Development.

Title I – The key program of the Elementary and Secondary Education Act (ESEA, formerly known as No Child Left Behind, NCLB) law that provides federal funding aid focused toward schools with high-poverty.

Universal Screening- Commonly referred to as benchmarking. Testing all students, usually three times a year, measures performance compared to students of their own age.

STEPP Indicators & Rubrics District Version 2011-2012

Domain 1.0- There is evidence that the district-approved curricula are aligned, implemented, and used in conjunction with the local and Alaska state standards and Grade Level Expectations (GLEs).	<i>CURRICULUM Indicator Ratings of Performance</i>			
	<i>Little or no development and implementation</i>	<i>Limited development or partial implementation</i>	<i>Fully functioning and operational level of development and implementation</i>	<i>Exemplary level of development and implementation</i> <i>Meets criteria for rating of a "3" plus:</i>
Indicators	1	2	3	3+
1.1 Alaska standards and GLEs are aligned with district-approved curricula. <i>Key</i>	The district's approved curricula are not aligned to the Alaska standards and GLEs..	Some of the district's approved curricula are aligned with of Alaska's standards and GLEs.	The district's approved curricula in SBA tested content areas are fully aligned with Alaska standards documents and GLEs.	The district approved curricula in non-tested content areas are fully aligned with Alaska state standards documents and GLEs .
1.2 The district uses established procedures to monitor aligned curricula.	There are no procedures for determining the degree to which schools are implementing the curricula.	Procedures are used inconsistently by district leaders to determine the degree to which schools are implementing the curricula	Established procedures are documented and consistently used by the district leaders to determine the degree to which schools are implementing the district's curricula.	District leaders include instructional leaders in development and evaluation of curricula.
1.3 District consistently reviews, adoption, and/or development of curricula based on the Alaska Content Standards for each curricular area.	The district has neither policies nor procedures in place for the regular review of any curricular areas.	The district reviews some of the curricular areas subject to SBA testing on a random basis to ensure alignment to the GLEs.	The district adheres to their schedule to review all SBA tested content areas on a regular basis to ensure alignment to the GLEs, and all staff is aware of this curricular review plan and cycle.	The district consistently reviews non-tested curricula. All staff participates in the process.
1.4 District wide SBA assessment data are used to identify gaps in the curricula. <i>Key</i> <i>SMART</i>	District staff does not review SBA data sets and/or no process exists to identify gaps in curricula.	District staff review SBA data sets each year in some content areas and/or no process exists to identify gaps in curricula.	District staff consistently utilizes an established process to review SBA data sets in all state tested content areas to identify curricular gaps and/or areas of concern.	District staff consistently utilizes an established process to review non-tested content areas and identify curricular gaps and/or areas of concern.

<p>1.5 A district-wide review process is used to determine if the district-approved curricula addresses the learning needs of all students and make changes to the curricula when needed.</p>	<p>District staff does not review the curricula to monitor if it addresses the learning needs students.</p>	<p>District staff reviews some of the curricular areas that are subject to SBA testing in order to monitor if it addresses the learning needs of some student population subgroups.</p>	<p>District staff reviews all curricular areas that are subject to SBA testing in order to monitor if it addresses the learning needs of all students , and changes to the curricula are made when needed.</p>	<p>District staff reviews curricula in areas beyond SBA testing.</p>
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Domain 2.0- There is evidence that assessment of student learning is frequent, rigorous, and aligned with Alaska’s Grade Level Expectations (GLEs) and performance standards.	ASSESSMENT Indicator Ratings of Performance			
	<i>Little or no development and implementation</i>	<i>Limited development or partial implementation</i>	<i>Fully functioning and operational level of development and implementation</i>	<i>Exemplary level of development and implementation</i> <i>Meets criteria for rating of a “3” plus:</i>
Indicators	1	2	3	3+
2.1 District-wide assessments are aligned with Alaska’s Performance Standards, GLEs, and district approved curricula. <i>Key</i>	District has not aligned curricular-area assessments with the Alaska state standards and GLEs.	District assessments in curricular-areas subject to SBA testing are aligned with Alaska state standards and GLEs.	District assessments in all curricular-areas are aligned with Alaska state standards and GLEs.	All district-wide curricular-area assessments are aligned with Alaska state standards and GLEs and the district staff meets regularly with school staff to review alignment and make changes as necessary.
2.2 The district uses established systems for managing, accessing, and reporting district-wide data.	There are neither formal assessment systems nor procedures in place for utilizing data within the district.	District staff members use established systems for managing ,accessing and reporting district-wide data in some SBA tested content areas.	District staff members use established systems for managing, accessing, and reporting district-wide data in all SBA tested content areas.	District staff members use established systems for managing, accessing, and reporting data beyond SBA testing, including non-academic areas (i.e. attendance, graduation rate, school climate surveys, etc).
2.3 Universal screening assessments are administered district-wide multiple times a year in SBA tested content areas <i>Key</i>	District staff does not monitor that universal screening assessments are administered multiple times a year in all schools throughout the district.	District staff monitors that universal screening assessments are administered multiple times a year in some schools..	District staff monitors that universal screening assessments are administered multiple times a year in all schools	District staff collaborates with instructional leaders to determine professional development needs based on results of universal screening assessments.

<p>2.4 District leaders analyze district-wide SBA data to evaluate student achievement in district/school curricular programs, , and to make changes to improve student achievement. Key, SMART</p>	<p>District staff does not analyze the SBA data and/or make recommendations for district/school curricular changes in order to improve student performance.</p>	<p>District leaders analyze data in some SBA tested content areas to evaluate curricular programs, and make recommendations for program changes.</p>	<p>District leaders review SBA data in all tested content areas to evaluate district/school programs and make changes to improve student achievement.</p>	<p>District leaders routinely collaborate with instructional leaders and teachers to review data, and district leaders provide opportunities for professional development in areas of need.</p>
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Domain 3.0- There is evidence that effective and varied instructional strategies are used in all classrooms to meet the needs of each student.	<i>INSTRUCTION Indicator Ratings of Performance</i>			
	<i>Little or no development and implementation</i>	<i>Limited development or partial implementation</i>	<i>Fully functioning and operational level of development and implementation</i>	<i>Exemplary level of development and implementation</i> <i>Meets criteria for rating of a "3" plus:</i>
Indicators	1	2	3	3+
3.1 District monitors that instructional activities are aligned to Alaska's Grade Level Expectations (GLEs). Key	District does not monitor that teachers are implementing instructional activities aligned with Alaska's GLEs..	There is a system in place for district leaders to monitor that teachers are implementing instructional activities aligned with Alaska's GLEs in some SBA tested content areas.	There is a system in place for district leaders to monitor that teachers are implementing instructional activities aligned with Alaska's GLEs in all SBA tested content areas.	District leaders collaborate with site leaders and teachers to evaluate the effectiveness of aligned instructional activities ..
3.2 District wide efforts to help low-performing students become proficient are coordinated. Key SMART	District wide efforts to help low performing students become proficient are informal and inconsistently provided throughout the district.	The district has a written plan to help low-performing students become proficient, but the intervention programs and supports are not consistently provided to all low performing students in the district in a timely manner.	The district has a written plan to help low-performing students become proficient, and all staff implement the plan to provide timely and appropriate instructional intervention to support all low-performing students.	District provides professional development for staff to improve instructional strategies that support the needs of all low-performing students.
3.3 District incorporates scientifically based research strategies into the district-approved curriculum to strengthen the core academic programs in the schools. Key SMART	District approved curricula does not provide evidence of scientifically based research.	Some district approved curricula provides evidence of scientifically based research linked to data regarding students' needs in order to strengthen the core academic programs. .	District-approved curricula in all SBA tested content areas provides evidence of scientifically based research linked to data regarding students' needs in order to strengthen the core academic programs.	District approved curricula beyond the SBA tested content areas incorporates scientifically based research strategies in order to strengthen the academic programs in those areas.

<p>3.4 Districts monitor the effectiveness of instruction by examining data from district wide formative assessments.</p> <p>Key SMART</p>	<p>District leaders do not use formative assessment data sets to determine the effectiveness of their staffs' instruction.</p>	<p>District leaders use formative assessment data sets to determine the effectiveness of their staffs' instruction in some SBA tested content areas.</p>	<p>District leaders examine formative assessment data sets at least 3 times per year to determine the effectiveness of their staffs' instruction in all SBA tested content areas.</p>	<p>District leaders, instructional leaders, and instructional staff share formative assessment data and collaborate to identify ways to change instruction based on the data.</p>
<p>3.5 District leaders, in collaboration with school staff and community, communicate high academic expectations to students.</p>	<p>There is little evidence that the district communicates high academic expectation to student.</p>	<p>District leaders communicate academic expectations for student learning, but do not collaborate with school staff and community members.</p>	<p>District leaders collaborate with school staff and community members to communicate high academic expectations to students.</p>	<p>High academic expectations are communicated to students in multiple ways.</p>

Domain 4.0- There is evidence that school culture and climate provide a safe, orderly environment conducive to learning.	<i>SUPPORTIVE LEARNING ENVIRONMENT Indicator Ratings of Performance</i>			
	<i>Little or no development and implementation</i>	<i>Limited development or partial implementation</i>	<i>Fully functioning and operational level of development and implementation</i>	<i>Exemplary level of development and implementation</i> <i>Meets criteria for rating of a "3" plus:</i>
Indicators	1	2	3	3+
4.1 District provides resources that support a school environment that is conducive to learning. <i>Key</i>	District does not provide support or resources to help schools build a positive school learning environment.	District provides some resources and support to schools to build a positive learning environment ...	District provides resources and support for positive learning environments. .	District provides a positive learning environment support system, including effective classroom management strategies, that is available for all schools.
4.2 School Only				
4.3 District-wide behavior standards are a part of district policy and are communicated to staff, parents, and students.	There is not a district policy for behavior standards and/or they have not been communicated to students, staff, and parents.	There is an adopted school district policy regarding behavior standards. The district has not adopted a procedure for communicating these behavior standards to the students, staff, and parents.	District leaders regularly and clearly communicate the adopted board policy for behavior standards to all students, staff, and parents and consistently apply them throughout the district.	District leaders, parents, instructional leaders, and instructional staff collaborate to consistently define, communicate, and apply student behavior standards throughout the district.
4.4 The district has implemented an attendance policy.	Staff and students are not aware of the district attendance policy and/or the policy is not implemented consistently.	The district communicates the board approved district attendance policy to all staff and students, but it is not implemented consistently across the district.	The district communicates the board approved district attendance policy to all staff and students, and it is implemented consistently across the district.	The entire district community (school board, central office, school, parents, students, community members) is aware of and involved in the implementation of a board approved attendance policy.

<p>4.5 Equitable support and resources are provided by the district to extend learning opportunities for all students in need of additional support.</p> <p>SMART</p>	<p>The district does not provide support or resources for extended learning opportunities to students in SBA tested areas.</p>	<p>The district provides resources or support for extended learning opportunities for the students in need of additional support in SBA tested areas across the district, but it is not consistent and/or equitable.</p>	<p>The district provides equitable resources and support for extended learning opportunities to all the students in need of additional support in SBA tested areas. The support is equitable and consistent among all schools.</p>	<p>District leaders seek input from instructional leaders and staff to identify needed resources and support for students in need of extended learning opportunities unique to all individual schools within the district.</p>
<p>4.6 District promotes and supports school environments that reflect cultural awareness and an understanding of cultural values of the students and community.</p> <p>Key</p>	<p>Board has not adopted cultural standards and/or the district does not provide resources to support cultural understanding.</p>	<p>Board has adopted cultural standards and the district has integrated cultural standards with district approved curricula, but resources are not provided to all schools.</p>	<p>Board has adopted cultural standards and the district has integrated cultural standards with district approved curricula; the district provides resources to all schools that support cultural understanding.</p>	<p>District leaders and instructional leaders collaborate with the teaching staff, parents, and community members to build and implement cultural awareness</p>
<p>4.7 District staff members communicate effectively with parents about learning expectations, student progress, and ways to reinforce learning at home.</p> <p>Key SMART</p>	<p>There is little or no communication with parents..</p>	<p>Parent communication is limited, not in parent-friendly language or fails to address learning expectations, student progress, or ways to reinforce learning at home</p>	<p>District staff communicates well and frequently with parents about learning expectations, student progress, and ways to reinforce learning at home.</p>	<p>District effectively communicates in multiple ways and facilitates regular communication between the school and all families.</p>
<p>4.8 District staff members communicate with parents and community members to inform them about district priorities and to invite their participation.</p>	<p>There are no structures in place to ensure that parents and community members are informed and have the opportunity to contribute.</p>	<p>The district has formal and informal structures to help inform parents and community members about district priorities, but lacks a systematic approach to invite their participation.</p>	<p>The district has formal and informal structures in place to ensure that parents and community members are informed about district priorities and invited to participate.</p>	<p>District staff members work with instructional leaders and staff members to analyze outreach efforts and patterns of involvement to ensure that parents and community members are active participants in structuring and implementing a supportive learning environment.</p>

<p>4.9 District has policies and procedures regarding facility management.</p> <p>Key</p>	<p>District does not have a functional facility management program.</p>	<p>District has a facility management program that includes some of the following: maintenance management, energy management, a schedule of custodial activities, a maintenance training program, and a renewal and replacement schedule.</p>	<p>District has a facility management program that includes: maintenance management, energy management, a schedule of custodial activities, a maintenance training program, and a renewal and replacement schedule.</p>	<p>District has a facility management program that exceeds expectations through exceptional custodial and maintenance care which is reflected by pride in ownership.</p>
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Domain 5.0- There is evidence that professional development is based on data and reflects the needs of students, schools, and the district.	PROFESSIONAL DEVELOPMENT Indicator Ratings of Performance			
	<i>Little or no development and implementation</i>	<i>Limited development or partial implementation</i>	<i>Fully functioning and operational level of development and implementation</i>	<i>Exemplary level of development and implementation</i> <i>Meets criteria for rating of a "3" plus:</i>
Indicators	1	2	3	3+
5.1 District achievement data are a primary factor in determining professional development priorities. Key SMART	District does not use student achievement data or data that is reflective of student needs to design district professional development experiences for staff.	Some, but not all District professional development experiences are consistent or intentionally linked with site/student achievement data.	District leaders examine multiple sources of site/student achievement data as a primary factor in determining comprehensive professional development priorities.	District leaders and administrative leaders analyze historical data on site/student achievement to identify persistent needs that should be addressed in current and future professional development sessions.
5.2 The District teacher and principal evaluation processes are aligned with the Alaska Professional Teacher Standards and the Standards for Alaska's Administrators.	District has not aligned the teacher and principal evaluation processes with the Alaska Professional Teacher Standards and the Standards for Alaska's Administrators.	District's evaluation process has aligned the teacher and principal evaluation processes with some of the Alaska Professional Teacher Standards and some of the Standards for Alaska's Administrators.	District's teacher and principal evaluation processes are fully aligned with the Alaska Professional Teacher Standards and the Standards for Alaska's Administrators.	District leaders facilitate discussions with staff members about these standards and what they look like in practice.
5.3 The district provides professional development that is embedded into the daily routines and practices of school staff	District leaders provide professional development experiences that are disconnected from one another and are not embedded into daily routines and practices.	District leaders provide infrequent professional development experiences that are embedded into daily routines and practices.	All district designed professional development experiences are ongoing and embedded into daily routines and practices.	District designs consistent professional development for new teachers.

<p>5.4 The district provides mentoring to support new teachers, administrators, and instructional leaders in the development of instructional and classroom management skills.</p>	<p>District leaders do not organize efforts to provide support to new teachers, administrators, and instructional leaders through a mentoring program.</p>	<p>District provides some specialized support for new teachers, administrators, and instructional leaders through a mentoring program, but not all new staff participates.</p>	<p>All new teachers, administrators, and instructional leaders in the district participate in a mentoring program.</p>	<p>District leaders collaborate with mentors to maintain continuity and to differentiate professional development for all new teachers, administrators, and instructional leaders.</p>
<p>5.5 District allocates sufficient time and resources to support professional development outlined in the district improvement plan. Key SMART</p>	<p>Professional development resources are allocated for activities that are not outlined in the district improvement plan and/or resources intended for professional development are not used.</p>	<p>Insufficient time and resources are allocated by District leaders for supporting the goals of the district improvement plan.</p>	<p>District leaders allocate sufficient time and resources toward supporting all of the goals for professional development needs outlined in the district improvement plan.</p>	<p>District leaders regularly allocate resources that provide for school-based professional development that is supported by a system of learning teams.</p>

Domain 6.0- There is evidence that administrative leaders focus on improving student achievement.	<i>LEADERSHIP Indicator Ratings of Performance</i>			
	<i>Little or no development and implementation</i>	<i>Limited development or partial implementation</i>	<i>Fully functioning and operational level of development and implementation</i>	<i>Exemplary level of development and implementation</i> <i>Meets criteria for rating of a "3" plus:</i>
Indicators	1	2	3	3+
6.1 District leaders facilitate the development of the district improvement goals and the alignment of school and district goals Key SMART	District goals do not exist and/or school and district goals are not aligned.	District provides opportunity for collaboration and engagement in the development of district improvement goals with all stakeholder groups represented but alignment between district and school goals is not addressed.	District leaders facilitate the development and implementation of district improvement goals in collaboration with parents, school staff, and community members and ensure that school goals align with district initiatives.	District improvement goals are clearly communicated to all stakeholders.
6.2 District leaders assist instructional leaders in understanding student achievement data and its use in improving instruction. Key	District does not assist instructional leaders in understanding assessment data and its role in improving instruction.	District provides limited professional development for instructional leaders in understanding assessment data and its role in improving instruction.	District provides ongoing, job embedded professional development for instructional leaders in understanding how data should be used to make changes to instruction.	District facilitates district wide committees that provide recommendations for changes to instruction based on data.
6.3 District staff systematically monitors the implementation of the school improvement plans. Key SMART	There is no system or process by which the District monitors the fidelity of implementation of the school improvement plans during the school year.	District leaders infrequently monitor the implementation of and progress of the school improvement plans.	District leaders facilitate regularly scheduled meetings with school staff, parents, and community members about progress on the school improvement plans.	District leaders use a variety of sources (lesson plans, student data, classroom observations, meetings with instructional leaders, etc.) to validate progress of the goals within the school improvement plans.

<p>6.4 District ensures that instructional leaders have access to and are implementing Alaska’s Content and Performance Standards and Grade-Level Expectations.</p>	<p>District has not provided information and does not ensure implementation.</p>	<p>District has provided information to instructional leaders regarding Alaska state standards and GLEs but does not ensure implementation.</p>	<p>District has provided information to Instructional leader regarding Alaska state standards and GLEs and ensures implementation.</p>	<p>District leaders regularly invest time and effort throughout the school year in monitoring schools in order to assist instructional leaders in understanding and implementing Alaska state standards and GLEs.</p>
<p>6.5 School Only</p>				
<p>6.6 District leaders build a productive, respectful relationship with parents and community members regarding district improvement efforts. SMART</p>	<p>District leaders do not communicate on a regular basis with parents and community members regarding district improvement activities.</p>	<p>District leaders conduct district improvement functions without including parents and community members.</p>	<p>District leaders make ongoing contact with parents and community members regarding district improvement efforts and invites their participation in improvement efforts</p>	<p>District leaders maintain a partnership with the instructional leaders, school staff, parents, and community to engage them in regularly scheduled meetings) to review the progress toward meeting district improvement goals.</p>
<p>6.7 District has a process for the school instructional leader to receive support and guidance as part of the administrator evaluation procedure.</p>	<p>District does not have a process for instructional leaders to receive follow-up support and guidance as part of the principal evaluation process.</p>	<p>District only provides instructional leaders annual follow-up support and guidance as a part of the principal evaluation process.</p>	<p>District has a process for instructional leaders to receive follow-up support and guidance as a part of the principal evaluation process, and this process provides ongoing, job embedded professional development and feedback throughout the year.</p>	<p>District collaborates with the instructional leader to write a growth plan that includes a focus on nurturing leadership skills for the district, community, and professional roles inside and outside of the school.</p>

6.8 School Only				
6.9 District provides information about and training in the use of evaluation policies and procedures for all personnel.	District provides access to information regarding district policies and procedures for the evaluation of personnel to instructional leaders and all staff, but there is no support for training in their	District shares the policies and procedures regarding evaluation of all school personnel with all instructional leaders and staff and provides some initial training in their use.	Ongoing, job-embedded professional development is provided for instructional leaders and staff in the use of evaluation policies and procedures.	District provides opportunities for instructional leader and staff feedback regarding the evaluation system's efficacy.

STEPP Indicators & Rubrics School Version

August 2012

Domain 1.0- There is evidence that the curriculum is aligned, implemented, and used in conjunction with the local and Alaska state standards.	<i>CURRICULUM Indicator Ratings of Performance</i>			
	<i>Little or no development and implementation</i>	<i>Limited development or partial implementation</i>	<i>Fully functioning and operational level of development and implementation</i>	<i>Exemplary level of development and implementation Meets criteria for rating of a "3" plus:</i>
Indicators	1	2	3	3+
1.1 The district approved curricula, which have been aligned with Alaska standards, are being implemented. Key	The school's enacted curricula are based on resources (e.g., textbooks) rather than being aligned with Alaska standards.	The school's enacted curricula are aligned with some of the Alaska standards and are implemented by some staff.	The school's enacted curricula are the same as the district approved curricula, which has been aligned with all of the Alaska standards and are fully implemented by all staff.	There are elements of aligned instruction and assessments included in the enacted curricula.
1.2 DISTRICT ONLY				
1.3 DISTRICT ONLY				
1.4 Statewide assessment data are used to identify gaps in the curricula. Key SMART	Staff and instructional leaders do not review SBA data sets and/or no process exists to identify gaps in curricular areas.	Staff and instructional leaders review SBA data sets each year, but no process exists to identify gaps in curricular areas.	Staff and instructional leaders utilize an established process every year to review SBA data sets in order to identify gaps in curricular areas.	All staff analyzes SBA data sets by grade level to make changes to instruction necessary to address these gaps, purchase supplemental materials, and/or instructional leadership provides professional development in the area of concern.
1.5 A review process is used to determine if the curricula addresses the learning needs of all students.	Staff and instructional leaders have not reviewed the curricula.	Staff and instructional leaders review some of the curricular areas that are subject to SBA testing to ensure it addresses the learning needs of the students.	Staff and instructional leaders regularly review curricula in all areas that are subject to SBA testing to ensure it addresses the learning needs of the students.	Staff and instructional leaders review curricula in areas beyond SBA tested content areas.

Domain 2.0- There is evidence that assessment of student learning is frequent, rigorous, and aligned with Alaska’s state standards.	<i>ASSESSMENT Indicator Ratings of Performance</i>			
	<i>Little or no development and implementation</i>	<i>Limited development or partial implementation</i>	<i>Fully functioning and operational level of development and implementation</i>	<i>Exemplary level of development and implementation Meets criteria for rating of a “3” plus:</i>
Indicators	1	2	3	3+
2.1 School-wide assessments are aligned with Alaska’s standards and district curricula. <i>Key</i>	There is no documented evidence of effort from school staff to align curricular-area assessments with the Alaska state standards.	Assessments in curricular-areas subject to SBA testing are aligned with Alaska state standards.	Assessments in all curricular-areas are aligned with Alaska state standards.	All curricular-area assessments are aligned with Alaska state standards and the school staff meets regularly to review alignment and make changes as necessary.
2.2 The school staff uses established systems managing and accessing data.	There are neither formal assessment systems nor procedures in place for utilizing data within the school.	Some staff members use established systems for analyzing data and the data is readily accessible to all teachers.	All staff members use established systems for analyzing data and the data is readily accessible to all teachers.	All staff members use established systems for collecting, managing, analyzing, and reporting data in areas beyond SBA testing, including non-academic areas (i.e., attendance, graduation rate, school climate surveys)

<p>2.3 Universal screening assessments are administered multiple times a year, in all SBA tested content areas.</p> <p style="color: red;">Key</p>	<p>Universal screening assessments are not used, and/or are used inconsistently.</p>	<p>All teachers administer universal screening multiple times a year in some SBA tested content areas.</p>	<p>All teachers administer universal screening assessments multiple times a year in all SBA tested content areas.</p>	<p>Teachers share strategies for improving instruction and intervention based on data analysis.</p>
<p>2.4 School staff reviews SBA data to evaluate school programs and student performance.</p> <p style="color: red;">Key SMART</p>	<p>School staff does not review SBA results to evaluate school programs and student performance.</p>	<p>School staff reviews SBA data, in some of the tested content areas, to evaluate school programs and student performance in order to identify areas needing improvement.</p>	<p>School staff review SBA data, in all tested content areas, to evaluate school programs and student performance in order to identify areas needing improvement.</p>	<p>School staff collaborates to review data and design opportunities for professional development in identified areas of need.</p>

Domain 3.0- There is evidence that effective and varied instructional strategies are used in all classrooms to meet the needs of each student.	<i>INSTRUCTION Indicator Ratings of Performance</i>			
	<i>Little or no development and implementation</i>	<i>Limited development or partial implementation</i>	<i>Fully functioning and operational level of development and implementation</i>	<i>Exemplary level of development and implementation Meets criteria for rating of a "3" plus:</i>
Indicators	1	2	3	3+
3.1 There is a system in place to ensure that classroom instructional activities are aligned with Alaska’s standards. <i>Key</i>	There is no system in place for the instructional leader to monitor that teachers are implementing instructional activities that are aligned with the Alaska standards.	There is a system in place for the instructional leader to monitor that teachers are implementing instructional activities that are aligned with the Alaska standards in all SBA tested content areas.	The instructional leader uses the system designed to monitor teachers in their implementation of instructional activities that are aligned with Alaska’s standards in all SBA tested content areas, with fidelity in all classrooms.	Teachers collaborate in planning instruction and for evaluating the effectiveness of aligned instructional activities.
3.2 A coherent, written, school-wide plan to help low performing students become proficient has been implemented. <i>Key</i>	The school has no plan and/or intervention and support provided by the staff is inconsistent.	The school has a written plan, but instructional interventions and supports are only provided to some low performing students.	The school has a written plan, and the staff consistently implements the plan to provide timely interventions to support all low performing students.	Staff collaborates to design and implement strategies to meet the needs of all students.
3.3 The use of research-based instructional practices guides planning and teaching. <i>Key, SMART</i>	Few staff are using scientifically based practices to teach at appropriate levels of student readiness, interest, and learning needs.	Some staff are using scientifically based practices to teach at appropriate levels of student readiness, interest, and learning needs.	All staff are using scientifically based practices to teach at appropriate levels of student readiness, interest, and learning needs in all curricular areas.	All teachers regularly collaborate for the purpose of sharing scientifically based best practices.

<p>3.4 Teachers regularly measure the effectiveness of instruction using formative assessment. Key, SMART</p>	<p>Staff does not determine the effectiveness of their instruction using formative assessment data.</p>	<p>All staff determines the effectiveness of their instruction in some content areas using formative assessment data.</p>	<p>All staff determines the effectiveness of their instruction in all content areas using formative assessment data</p>	<p>All staff share strategies for and improving instruction based on data analysis</p>
<p>3.5 High academic expectations for student learning are communicated to students.</p>	<p>There is little evidence that the instructional leader and teachers communicate high academic expectations to students.</p>	<p>Instructional leader and staff inconsistently communicate high academic expectations to the students.</p>	<p>Instructional leader and staff consistently communicate high academic expectations to the students.</p>	<p>All school staff members communicate high academic expectations to students in multiple ways.</p>

Domain 4.0- There is evidence that school culture and climate provide a safe, orderly environment conducive to learning.	SUPPORTIVE LEARNING ENVIRONMENT Indicator Ratings of Performance			
	<i>Little or no development and implementation</i>	<i>Limited development or partial implementation</i>	<i>Fully functioning and operational level of development and implementation</i>	<i>Exemplary level of development and implementation Meets criteria for rating of a "3" plus:</i>
Indicators	1	2	3	3+
4.1 Effective classroom management strategies that maximize instructional time are evident throughout the school. <i>Key</i>	Classroom management strategies that maximize instructional time are not evident in classrooms.	Some staff use classroom management strategies effectively to maximize instructional time.	All school staff are implementing research based effective classroom strategies to maximize instructional time.	All staff implements a consistent, school-wide management plan to maximize instructional time and provide clear expectations for the learning environment.
4.2 School-wide operational procedures are in place to minimize disruptions to instructional time.	The school has not established operational procedures to minimize disruptions to instruction.	The staff sometimes works to minimize disruptions to instruction.	The staff implements and supports operational procedures to minimize disruptions to instruction.	All teachers and instructional leaders collaborate with community, family, and student representatives to establish, implement, and support operational procedures to minimize disruptions to instruction.
4.3 School-wide behavior standards are communicated by staff and are achieved by students.	Behavior standards have not been well defined, clearly communicated to students, or equitably used throughout the school.	Some school staff members make attempts to communicate behavior standards to the students; not all students meet behavior standards.	All school staff members clearly communicate behavior standards to students and equitably use them throughout the school; most students meet behavior standards.	All teachers and instructional leaders collaborate to consistently define, communicate, and use student and staff behavior standards throughout the school.

<p>4.4 The school has implemented an attendance policy.</p>	<p>Staff and students are not aware of the school attendance policy and the policy is not implemented consistently.</p>	<p>Staff and students are aware of the school attendance policy, but it is not implemented and applied consistently.</p>	<p>All staff and students are aware of the school attendance policy and it is implemented and applied fairly and consistently.</p>	<p>The entire school community (parents, community members, staff, and students) is involved with the development, implementation, and review of an attendance policy that is applied fairly and consistently.</p>
<p>4.5 Extended learning opportunities are made available and utilized by students in need of additional support.</p> <p style="color: red;">SMART</p>	<p>Extended learning opportunities are not made available to students in SBA-tested content areas.</p>	<p>Extended learning opportunities are made available to all eligible students in need of additional support in SBA-tested areas with limited participation.</p>	<p>Extended learning opportunities are made available to all eligible students in need of additional support in SBA-tested areas and most eligible students participate.</p>	<p>The instructional leader and teachers seek parent and student input for the design of the extended learning opportunities and actively recruit eligible students.</p>
<p>4.6 The school and classroom environments reflect cultural awareness and understanding of cultural values of the students and community.</p> <p style="color: red;">Key</p>	<p>Board adopted Alaska cultural standards have not been integrated within the curricula of the school.</p>	<p>Some staff members are integrating the board adopted Alaska cultural standards into their curricula and school activities.</p>	<p>All staff are integrating the board adopted Alaska cultural standards into their curricula and school activities.</p>	<p>Community members collaborate with staff and students.</p>
<p>4.7 Staff communicates effectively with parents about learning expectations, student progress, and ways to reinforce learning at home.</p> <p style="color: red;">Key, SMART</p>	<p>There is little or no communication with parents.</p>	<p>Parent communication is limited, not in parent-friendly language or fails to address learning expectations, student progress, or ways to reinforce learning at home.</p>	<p>All staff communicates well and frequently with parents about learning expectations, student progress, and ways to reinforce learning at home.</p>	<p>All staff provides multiple ways beyond routine progress reports to facilitate regular communication between the school and all families about learning expectations, academic growth, and ways to reinforce learning at home.</p>

<p>4.8 Staff communicates with parents and community members to inform them about school priorities and to invite their participation.</p>	<p>There are no structures in place to ensure that parents and community members are informed.</p>	<p>The school has formal and informal structures available to help inform students' parents and community members about school priorities, but lacks a systematic approach to engaging them.</p>	<p>The school has formal and informal structures in place to ensure that all students' parents and community members are informed about school priorities and provides opportunities for them to become engaged.</p>	<p>School staff members analyze outreach efforts and patterns of involvement to ensure that parents and community members are active participants in structuring and implementing a supportive learning environment.</p>
<p>4.9 Physical facilities are safe and orderly.</p>	<p>The facility is not safe or orderly and one or more of the following issues exist on site: major maintenance issues, unclean, seriously cluttered, safety hazards.</p>	<p>Most of the school facility is free of major maintenance issues, is generally in good repair, and is clean, safe, orderly, and uncluttered.</p>	<p>The school facility is attractive, well maintained, clean, safe, well lit, orderly, and uncluttered.</p>	<p>The school has a plan to regularly review the facility and works with the district to make changes to the facilities based upon the results of the reviews.</p>

Domain 5.0- There is evidence that professional development is based on data and reflects the needs of students, schools, and the district.	PROFESSIONAL DEVELOPMENT Indicator Ratings of Performance			
	<i>Little or no development and implementation</i>	<i>Limited development or partial implementation</i>	<i>Fully functioning and operational level of development and implementation</i>	<i>Exemplary level of development and implementation Meets criteria for rating of a "3" plus:</i>
Indicators	1	2	3	3+
5.1 Student achievement data are a primary factor in determining professional development priorities. Key, SMART	Professional development is not linked to student achievement data and is not reflective of student needs.	Professional development is randomly planned, or is not intentionally linked to the student achievement data.	Multiple sources of student achievement data as a primary factor in determining comprehensive professional development priorities.	Historical data on student achievement is used to identify persistent trends and needs that should be addressed in current and future professional development sessions.
5.2 District Only				
5.3 Professional development is embedded into the daily routines and practices of school staff.	Professional development opportunities are disconnected from one another and are not embedded into teachers' routines and practices.	Professional development opportunities occur infrequently, but are embedded into teachers' routines and practices.	Professional development that is ongoing and embedded into teachers' routines and practices.	Teachers work together in a professional learning community and contribute to each others' learning.
5.4 Mentoring is provided to support new teachers in the development of instructional and classroom management skills. SMART	There are no organized efforts to provide support to new teachers.	Some new teachers have access to mentoring and support related to classroom management and instructional skills.	All new teachers have access to mentoring and support related to classroom management and instructional skills.	Instructional leaders collaborate with mentors to maintain continuity and to differentiate professional development for all new teachers.
5.5 Sufficient time and resources are allocated to support professional development outlined in the school improvement plan.	Professional development resources are allocated for activities that are not outlined in the school improvement plan and/or resources intended for professional development are not used.	Insufficient time and resources are allocated for supporting the goals of the school improvement plan.	Sufficient time and resources are allocated toward supporting the goals of the school improvement plan.	Outside resources are used to expand professional development opportunities and the effectiveness of the professional development is evaluated.

Domain 6.0- There is evidence that school administrative leaders focus on improving student achievement.	LEADERSHIP Indicator Ratings of Performance			
	<i>Little or no development and implementation</i>	<i>Limited development or partial implementation</i>	<i>Fully functioning and operational level of development and implementation</i>	<i>Exemplary level of development and implementation Meets criteria for rating of a "3" plus:</i>
Indicators	1	2	3	3+
6.1 Instructional leader facilitates the development of the school improvement goals. <i>Key, SMART</i>	School goals do not exist.	Instructional leader collaborates with staff to create goals.	Instructional leader collaborates with staff, parents, community members, and the district team to create goals.	Goals are clearly communicated with all stakeholders.
6.2 Instructional leader assists teachers in understanding student achievement data and its use in improving instruction. <i>Key</i>	Instructional leader does not assist teachers in understanding assessment data and its role in improving instruction.	Instructional leader provides limited professional development for teachers in understanding assessment data and its role in improving instruction.	Instructional leader provides ongoing, job embedded professional development for teachers in understanding how data should be used to make changes to instruction.	Instructional leader guides collaboration in the analysis and use of data to improve instruction.
6.3 District Only				
6.4 Instructional leader ensures that teachers have access to and are implementing Alaska's Standards.	Instructional leader has not provided information and does not ensure implementation.	Instructional leader has provided information to teachers regarding Alaska state standards but does not ensure implementation.	Instructional leader has provided information to teachers regarding Alaska state standards and ensures implementation.	Instructional leader promotes the sharing of strategies among teachers for implementing standards.

<p>6.5 Instructional leader conducts formal and informal observation and provides timely feedback to teachers on their instructional practice. Key, SMART</p>	<p>Teachers receive infrequent observations from the instructional leader, and feedback does not include suggestions for instructional improvement.</p>	<p>Teachers receive consistent, formal observations and feedback from the instructional leader according to the district’s policies and procedures. Teachers receive minimal informal observations or feedback.</p>	<p>All teachers receive consistent and comprehensive formal observations from the instructional leader according to district policy and a system has been implemented for consistent, informal observations with timely feedback from the instructional leader to support instructional improvement.</p>	<p>Instructional leader and teachers share a vision of the school’s instructional needs and overall growth objectives that is linked to the school’s improvement goals.</p>
<p>6.6 Instructional leader has a productive, respectful relationship with parents and community members regarding school improvement efforts. SMART</p>	<p>Instructional leader does not communicate on a regular basis with parents and community members regarding school improvement activities.</p>	<p>Instructional leader communicate periodically with parents and community members regarding school improvement activities.</p>	<p>Instructional leaders maintain contact with parents and community members regarding school improvement efforts and invite their participation in improvement efforts.</p>	<p>Instructional leader maintains a partnership with district staff, school staff, parents, and community members to engage them in regularly scheduled meetings to review progress toward meeting the school improvement goals.</p>
<p>6.7 District Only</p>				
<p>6.8 Instructional leader regularly analyzes assessment and other data, and uses the results in planning for the improved achievement of all students. SMART</p>	<p>Assessment and other data are not analyzed.</p>	<p>Instructional leader collaborates with staff members to analyze assessment and other data on an annual basis.</p>	<p>Instructional leader collaborates with staff members to analyze assessment and other data, at least three times per year, and use the results in planning.</p>	<p>Instructional leader continually monitors student academic performance data.</p>



Expectations for Districts in Intervention

Indicator Codes

Key: State School Improvement requirements **SMART: ESEA requirements**

Curriculum			
Alaska STEPP Indicator			District Leader/Coach Implementation Focus
1.1	<i>Key</i>	Alaska State Content Standards are aligned with district approved curricula.	Districts must adopt a core reading and math program and ensure that it is aligned.
1.2	<i>Key</i>	The district uses established procedures to monitor aligned curricula.	Districts must establish a system that ensures implementation of the adopted core programs (district oversight), including development of supporting documents for teachers to use in implementation.
1.4	<i>Key</i>	SMART District-wide SBA assessment data are used to identify gaps in the curricula.	District designs and provides training in data review protocols that determine if supplementary instructional materials are needed.
Assessment			
Alaska STEPP Indicator			District Leader/Coach Implementation Focus
2.1	<i>Key</i>	District-wide assessments are aligned with Alaska State Content Standards and district approved curricula.	
2.3	<i>Key</i>	Universal screening assessments are administered district-wide multiple times a year in SBA-tested content areas	District must implement the AIMSweb universal screener or an equivalent tool. Screeners must be given three times a year. Data from screeners is used by the district to guide professional development, support, and systems development.
2.4	<i>Key</i>	SMART District leaders analyze district-wide SBA data to evaluate student achievement in district/school curricular programs, and to make changes to improve student achievement.	District decisions regarding resources, materials, and support must be made based on multiple sources of student data, including the SBA.



Instruction			District Leader/Coach Implementation Focus
Alaska STEPP Indicator			District Leader/Coach Implementation Focus
3.1	<i>Key</i>	District monitors that instructional activities are aligned to Alaska State Content Standards.	District must establish a system that ensures instruction by all teachers follows the curricula and that all teachers are using the district-adopted materials. This may include, but is not limited to: site leader walkthroughs, pacing guides, PLC meetings, and lesson plan reviews.
3.2	<i>Key</i>	SMART District-wide efforts to help low-performing students become proficient are coordinated.	District must establish Response to Intervention (RTI) plan that provides district guidance to all schools regarding core instruction and targeted, additional instruction that meets students' instructional needs. This should include, but is not limited to: <ul style="list-style-type: none"> • Materials matched to student need • School and classroom schedules • Universal screeners and diagnostic assessments • Replacement core for students who are 2+ years below grade level • HSGQE remediation plans • Professional development
3.3	<i>Key</i>	SMART District incorporates scientifically based research strategies into the district-approved curriculum to strengthen the core academic programs in the schools.	District expectations are clear regarding instructional expectations. This should include, but is not limited to: <ul style="list-style-type: none"> • The Alaska Literacy Blueprint recommendations, such as: <ul style="list-style-type: none"> ○ 90 minutes of literacy instruction daily ○ Explicit instruction ○ Literacy instruction across content areas • 60 minute math instruction daily
3.4	<i>Key</i>	SMART District monitors the effectiveness of instruction by examining data from district-wide formative assessments.	District uses formative assessments to gather data about the effectiveness of instructional practices. District defines expectations of teachers in the use of formative assessments and provides training and support to ensure implementation. Formative assessments are examined in PLC meetings district-wide.



Supportive Learning Environment			District Leader/Coach Implementation Focus
Alaska STEPP Indicator			District Leader/Coach Implementation Focus
4.1	<i>Key</i>	District provides resources that support a school environment that is conducive to learning.	District adopts policies and procedures for district-wide positive behavior/intervention support (PBIS) or similar programs to address student behavior support. This includes, but is not limited to, the following elements: <ul style="list-style-type: none"> • Student and parent handbooks • District-wide expectations for addressing student behavior issues • District-wide expectations regarding the amount of student learning time and limiting disruptions to instruction
4.5		SMART Equitable support and resources are provided by the district to extend learning opportunities to all students in need of additional support.	
4.6	<i>Key</i>	District promotes and supports school environments that reflect cultural awareness and an understanding of cultural values of the students and community.	Use of The Alaska Cultural Standards Rubric to assess district support of culturally relevant strategies.
4.7	<i>Key</i>	SMART District staff members communicate effectively with parents about learning expectations, student progress, and ways to reinforce learning at home.	
4.9	<i>Key</i>	District has policies and procedures regarding facility management.	



Professional Development			
Alaska STEPP Indicator			District Leader/Coach Implementation Focus
5.1	Key	SMART District achievement data are a primary factor in determining professional development priorities.	The district must use multiple sources of data to determine professional development priorities. The district must develop a plan that includes a how the effectiveness of the professional development provided will be measured.
5.5	Key	SMART- District allocates sufficient time and resources to support professional development outlined in the district improvement plan.	The district must develop a professional development plan that provides training and support to all teachers on district curricula, instructional materials, and expectations. This includes inservices, early release/PLC, and school-based support. Needs of new teachers should be addressed specifically. Site leaders are given guidance and resources to implement district expectations and to address specific site needs
Leadership			
Alaska STEPP Indicator			District Leader/Coach Implementation Focus
6.1	Key	SMART- District leaders facilitate the development of the district improvement goals and the alignment of school and district goals	Districts must complete an Intervention District Improvement Plan (IDIP) or use Alaska STEPP, addressing all requirements as outlined in this document. Districts must work with schools to create alignment between district and school plans.
6.2	Key	District leaders assist instructional leaders in understanding student achievement data and its use in improving instruction.	District leaders communicate expectations to site leaders regarding data driven instruction and use existing structures (site leader meetings) and resources to support site leaders' efforts to address the needs of their teachers and students.
6.3	Key	SMART- District staff systematically monitors the implementation of the school improvement plans.	District develops a system to monitor school improvement efforts and communicates this to site leaders. This i, but is not limited to,; <ul style="list-style-type: none"> • Site leader walk through reviews • PLC meeting notes • Establishing a briefing system on student achievement data and progress towards goals
6.6		SMART – District leaders build a productive, respectful relationship with parents and community members regarding district improvement efforts.	



Expectations for Sites in Intervention

Indicator Codes

Key: State School Improvement requirements **SMART: ESEA requirements**

Curriculum			
Alaska STEPP Indicator			Site Leader/Coach Implementation Focus
1.1	<i>Key</i>	The district-approved curricula, which are aligned with Alaska State Content Standards, are being implemented.	Teachers use district-adopted curricula and related materials (pacing guides, instructional materials, assessments); school schedule confirms that all students have meaningful opportunity to learn tested content and meaningful exposure to non-tested content.
1.4	<i>Key</i>	SMART Statewide assessment data are used to identify gaps in the curricula.	Site uses established data review protocols that determine if supplementary instructional materials are needed.
Assessment			
Alaska STEPP Indicator			Site Leader/Coach Implementation Focus
2.1	<i>Key</i>	School-wide assessments are aligned Alaska State Content Standards and district curricula.	
2.3	<i>Key</i>	Universal screening assessments are administered multiple times a year, in all SBA-tested content areas.	School has system to ensure that all students are screened using district-adopted screener; site leader and teachers review data and use to determine how to best meet the educational needs of students. Diagnostic assessments are used when further information regarding a student's learning is needed.
2.4	<i>Key</i>	SMART - School staff review SBA data to evaluate school programs and student performance.	Site decisions regarding resources, materials, and support must be made based on multiple sources of student data, including the SBA.



Instruction			
Alaska STEPP Indicator			Site Leader/Coach Implementation Focus
3.1	<i>Key</i>	There is a system in place to ensure that classroom instructional activities are aligned with the Alaska State Content Standards.	Site leader implements district procedures that ensure instruction by all teachers follows the curricula and that all teachers are using the district-adopted materials. This may include, but is not limited to: site leader walkthroughs, pacing guides, PLC meetings, and lesson plan reviews.
3.2	<i>Key</i>	SMART A coherent, written, school-wide plan to help low performing students become proficient has been implemented.	Response to Intervention protocols are in implemented by site leader and staff. Response to Intervention is evident in school and classroom schedules and is available to all students based on needs. District-adopted intervention materials are matched to student need and used by all staff. Diagnostic assessments are used when needed. A district-adopted replacement core at an accelerated pace is considered for students who are 2+ years below grade level. HSGQE remediation plans are designed and implemented.
3.3	<i>Key</i>	SMART The use of research-based instructional practices guides planning and teaching.	All teachers implement district expectations clear regarding instructional expectations. This should include, but is not limited to: <ul style="list-style-type: none"> • The Alaska Literacy Blueprint recommendations, such as: <ul style="list-style-type: none"> ○ 90 minutes of literacy instruction daily ○ Explicit instruction ○ Literacy instruction across content areas • 60 minute math instruction daily
3.4	<i>Key</i>	SMART Teachers regularly measure the effectiveness of instruction using formative assessment.	Site leader and all teachers use formative assessments to guide instruction and determine the effectiveness of instructional practices.. Formative assessments are examined in PLC meetings.



Supportive Learning Environment			
Alaska STEPP Indicator			Site Leader/Coach Implementation Focus
4.1	<i>Key</i>	Effective classroom management strategies that maximize instructional time are evident throughout the school.	Site leader and all staff implement the district’s policies and procedures for district wide positive behavior/intervention support (PBIS), or similar program, to address student behavior support. This includes, but is not limited to, the following elements: <ul style="list-style-type: none"> • Student and parent handbooks • School-wide expectations for addressing student behavior issues • School-wide expectations regarding the amount of student learning time and limiting disruptions to instruction
4.5		SMART Extended learning opportunities are made available and utilized by students in need of additional support.	
4.6	<i>Key</i>	The school and classroom environments reflect cultural awareness and understanding of cultural values of the students and community.	Use of The Alaska Cultural Standards Rubric to assess school and teacher use of culturally relevant strategies.
4.7	<i>Key</i>	SMART Staff communicates effectively with parents about learning expectations, student progress, and ways to reinforce learning at home.	
Professional Development			
Alaska STEPP Indicator			Site Leader/Coach Implementation Focus
5.1	<i>Key</i>	SMART Student achievement data are a primary factor in determining professional development priorities.	The site leader implements the district professional development plan and develops a complementary site-specific plan that is based on the needs of the students and provides training and support to all teachers on district curricula, instructional materials, and expectations.
5.4		SMART Mentoring is provided to support new teachers in the development of instructional and classroom management skills.	Participation in state mentor programs AND development of site level mentorship.



Leadership			
Alaska STEPP Indicator			Site Leader/Coach Implementation Focus
6.1	<i>Key</i>	SMART Instructional leader facilitates the development of the school improvement goals.	Site leader and team must write a School Improvement Plan (using Alaska STEPP or the paper plan) that addresses the needs of the students and is in alignment with the district improvement plan. The site leader must hold regular leadership team meetings that monitor the implementation of the plan. The site leader communicates goals, plan and progress in staff meetings and facilitates the use of early release time for PLC meetings that are in alignment with the plan.
6.2	<i>Key</i>	Instructional leader assists teachers in understanding student achievement data and its use in improving instruction.	Site leader uses structures in place, such as early release time, to provide teachers with opportunities to analyze and discuss multiple sources of data (SBA, screeners, diagnostic, progress monitoring, etc.) and supports efforts to adjust instructional practices to address the areas of need identified through this analysis.
6.5	<i>Key</i>	SMART Instructional leader conducts formal and informal observation and provides timely feedback to teachers on their instructional practice.	Site leader implements the district-approved process and timeline for formal observations, which must include a pre- and post conference. Site leader communicates this process to staff. Site leader also conducts regular walk-throughs (or a similar model that fits the context of the school) to provide ongoing feedback to teachers on their instruction.
6.6		SMART Instructional leader has a productive, respectful relationship with parents and community members regarding school improvement efforts.	
6.8		SMART Instructional leader regularly analyzes assessment and other data, and uses the results in planning for the improved achievement of all students.	Site leader establishes a data briefing system that ensures that all staff are aware of relevant data and are working to improve the implementation of the established school improvement goals.

Demonstration that Reward, Priority and Focus Schools Meet ESEA Flexibility Definitions

Reward Schools

Highest Performing - To compare the selection of the highest performing schools based on the ASPI score with the ranking of the schools by achievement on the state assessments (SBAs) only, the schools were ranked by the average percent of student proficient on the SBA scores and compared with the schools that were selected in the highest performing category at the Elementary/Middle school, the High School, and the K-12 school types.

- Highest Performing High schools
 - Ranked top 15 by all students SBA average (15 schools selected)
 - Removed schools that did not meet AYP for both the current & previous year (12 schools remained)
 - Removed schools with average graduation rate < 85% for current & previous year (4 schools remained)
 - All 4 high schools selected as highest performing by ASPI scores matched the remaining 4 schools selected by SBA average (0 are Title I schools)
- Highest performing K-12 schools
 - Ranked top 15% by all students SBA average (34 schools selected)
 - Removed schools that did not meet AYP for both the current & previous year (27 schools remained)
 - Removed schools with average graduation rate < 85% for current & previous year (20 schools remained from the pool of the top 15% of schools).
 - The 23 highest performing K-12 schools were selected in order by ASPI scores after removing those that did not meet AYP for two years and had graduation rates of <85%. 13 of those are Title I. Only 3 highest performing K-12 schools out of 23 selected by ASPI scores were not in the top 15%. Their ASPI scores were higher than other schools with higher SBA average scores primarily due to a greater growth and proficiency index score.
- Highest Performing elementary/middle schools
 - Ranked by top 15% of SBA average (34 schools selected)
 - Removed schools that did not meet AYP for both the current & previous year (30 schools remained)
 - Of the 22 schools selected as highest performing elementary schools by ASPI score rank, all were in the top 15% of the SBA average for EM schools. (3 are Title I schools)

High Progress Schools – Alaska is using the growth and proficiency index (G&P) to determine schools that are making progress. The process is described below.

- High Progress Elementary/Middle schools
 - Rank by G&P index with ≥ 95.0 average over 3 years (180 schools)
 - Remove G&P index less than 90.00 for subgroups (76 schools remain)
 - Selected top 22 of those in decreasing order of G&P average index. Of those, 8 are Title I schools.
- High Progress High Schools
 - Rank by G&P index with ≥ 95.0 average over 3 years (30 schools)
 - Remove G&P index less than 90.00 for subgroups (11 schools remain)
 - Removed schools with grad rate $< 85\%$ (3 schools remain)
 - Selected 3 high schools as high progress schools (1 is Title I)
- High Progress K12 Schools
 - Rank by G&P index greatest to least with ≥ 95.0 average over 3 years (100 schools)
 - Remove G&P index less than 90.00 for subgroups (62 schools remain)
 - Removed schools with grad rate $< 85\%$ (46 schools remain)
 - Selected top 23 of those in decreasing order of G&P average index 13 of these are Title I.

Priority Schools

To compare the selection of the priority schools by the ASPI scores and the standards based assessment (SBA) scores, the Title I schools were sorted by average SBA scores from least to greatest for school as a whole. Determine the 10% of TI schools with lowest SBA scores. There are 28 schools on this list and all have graduation rates less than 60%.

Priority schools selected all had 2-year or 3-year graduation rate averages of less than 60% and all but 2 had average G&P index for 3 years of less than 85.

Focus Schools

Sort the 273 Title I Schools that have not been selected as priority schools by average SBA scores from least to greatest. Find the lowest 15% based on SBA scores (40 schools). All focus schools selected had average SBA proficiency rates of less than 36% and subgroup rates in one or more of the 4 primary subgroups of less than 36% average.

**EVALUATION HANDBOOK
FOR
PROFESSIONAL
ALASKA (HB 465)
EDUCATORS**

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Introduction

Alaska's Quality Education Initiative seeks excellence in four areas: student achievement, professional performance, family involvement and school climate. HB 465, passed during the 1996 legislative session and signed into law by Governor Tony Knowles on May 18, 1996, is an important step in assuring the second of these: excellence in the ranks of the state's teachers and administrators.

The law touches upon several aspects of employment, including tenure and negotiations, but its most far-reaching provisions concern evaluations of certificated staff members. The law mandates school boards to adopt by July 1, 1997, an evaluation system which

- stems from professional performance standards
- incorporates information from all stakeholders—students, parents and community members, as well as education professionals—in the design and implementation
- collects information on performance from a variety of sources
- contains provisions for improvement of non-standard performance
- provides training for evaluators and evaluatees

Timelines in the legislation are extremely tight. Designing and installing an evaluation system which incorporates the above characteristics in the time allowed is a tall order for most districts. Recognizing this, the Department of Education and the Association of Alaska School Boards co-sponsored the Professional Evaluation Project Committee to help districts implement the provisions of HB 465. These organizations, were joined by representatives of Alaska Council of School Administrators, NEA-Alaska and the Alaska Parent Teachers Association and met several times between June and December, 1996, to discuss implications of the law, propose professional performance standards, identify resources available to districts and explore “best practices” in education professional evaluation.

At the request of the committee, the Department assembled information on certificated employee evaluation from around the state and the nation. This *Handbook* and the accompanying Evaluation Resource Kit compile and synthesize this information and present it in a manner which can be immediately useful to districts as they revise, modify and strengthen existing evaluation systems to meet the new requirements.

A. Professional Evaluation Project Committee

The committee membership is as follows:

Name	Name
Carl Rose, Executive Director Alaska Association of School Boards	Joan Carrigan, Principal/Teacher Yukon/Koyukuk School District
Sharon Young, Associate Director AASB	Marti Hughes, Parent Anchorage
Lori Henry, Director of Membership Services, AASB	Linda Joule, Parent (alternate) Kotzebue
Marilyn Leahy, Board Member Valdez City Schools	Terry McDermott, Parent Anchorage
Kathy Gillespie, Board Member Anchorage Schools	Mardene Collins, Teacher (alternate) Mat-Su Borough Schools
Richard Mauer, Board Member Delta/Greely Schools	Bonnie Barber, Teacher Fairbanks North Star Borough Schools
Walt Bromenshenkel, Superintendent Kenai Peninsula Borough Schools	Lucy Hope, Teacher Mat-Su Borough Schools
Mary Rubadeau, Superintendent Juneau Borough Schools	Rita Davis, Teacher Mat-Su Borough Schools
Bruce Johnson, Superintendent Kodiak Island Borough Schools	Mark Jones, NEA/Alaska Anchorage
Fredi Buffmire, Principal (alternate) Fairbanks North Star Borough Schools	Shirley Halloway, Commissioner Alaska Department of Education
Andre Layral, Principal Fairbanks North Star Borough Schools	Marjorie Menzi, Education Specialist Alaska Department of Education

Two committee members visited the Center for Research on Educational Accountability and Teacher Evaluation (CREATE) at Western Michigan University and attended the 5th Annual National Evaluation Institute in Bethesda, Maryland. As a result of these visits, the committee invited CREATE staff to provide on-site training on the personnel evaluation standards and metaevaluation—the evaluation of an evaluation system.

Members met with their respective constituents between committee meetings to share information and to obtain feedback. They also gave presentations on HB 465 and the work of the Professional Evaluation Project Committee at the various professional association meetings held in Fall, 1996. Members continue to be available to districts

and the professional associations for assistance in implementing the law and regulations. Mail and e-mail addresses and phone numbers of the committee members are found in the Resources section of this manual.

The committee also reviewed many of the materials developed by CREATE, including the Teacher Evaluation Kit on CD-ROM. The Department has purchased one kit for each district and is distributing it with this *Handbook*. Other print evaluation resources have been collected in a Evaluation Resource Kit, which is available on loan from the Department of Education.

B. About The *Handbook*

This *Handbook* is based on several premises. First, much work has been done nationwide in recent years concerning professional standards and evaluation. Educators know a great deal about effective practices—what works and what doesn’t. Second, many Alaskan districts have at least elements of an evaluation system in place and are willing to share with and learn from others. Districts don’t need to reinvent the wheel, although they may want to modify practices to suit local conditions. Third, no system is complete as adopted. Although school districts must have a system in place by July 1, 1997, revisions of and additions to the system are natural. In fact, HB 465 requires periodic system review by “students, parents, community members, classroom teachers, affected bargaining units and administrators.” As these reviews take place, districts will find ways to bring their systems ever closer to “best practice.”

The *Handbook* contains the following sections:

Legal Requirements—What do districts need to do and when do they need to do it?

- The Law
- Performance Standards Regulations
- Timeline

Evaluation Program Standards—What does a valid, quality evaluation program look like?

- National Professional Evaluation Standards

System Components—What processes and techniques should be included?

- Model School Board Policy
- Local Performance Standards
- Model Design Processes
- Evaluation Data Sources and Processes
 - Teachers
 - Specialists
 - Administrators
- Improvement Plans
- New Teacher Support
- Community Involvement

Evaluator and Evaluatee Training—What do participants need to know about the system?
Evaluator In-Service Agendas
Evaluatee In-Service Agendas

Resources—Where can I go for additional information and/or assistance?

The section on System Components makes up the bulk of the *Handbook*. In this section users are exposed to:

- required elements—the conditions (if any) set forth in law or statute concerning the component, which districts must meet at a minimum
- “best practice”—a discussion on what research and expert opinion suggest is the ideal situation
- practical examples—materials showing how districts have gone about implementing the component or practice in real-life conditions
- sources of additional information about the practice or topic discussed

The *Handbook* contains information on techniques and components which are not required by law, such as teacher self-evaluation and new teacher support. These components are provided to assist districts in exploring aspects of evaluation beyond the minimum requirements. This information may be helpful in the design of the initial system or in refining that system once it becomes operational. All required components are identified as such.

The materials from school districts presented as practical examples are for informational purposes only. Readers are cautioned that the Department of Education has not reviewed these materials against the specific requirements of HB 465. A district should review the examples closely before adopting any of the materials to ascertain compliance with HB 465, state regulations and local conditions.

In some cases, however, the *Handbook* does contain sample forms which districts are encouraged to use. These recommended forms are intended to assist districts review their current evaluation systems against state requirements and/or national standards. The *Handbook's* three-hole notebook format facilitates reproduction of these sample forms.

Legal Requirements

This section spells out what districts need to do and when they need to do it. These school district legal responsibilities stem from HB 465 itself and from the accompanying regulations adapted by the State Board of Education.

Key components of the law with respect to employee evaluation are:

- inclusion of students, parents and community members as well as district staff in the design and review of the evaluation system
- adoption of local performance standards based on state standards
- observation of the employee in his/her workplace at designated frequencies
- opportunity for students, parents and community members to comment on the performance of teachers and administrators
- preparation of plans of improvement for employees performing below local standards
- training for district staff involved in the evaluation system
- linking attainment of tenure to acceptable performance of local standards

Local performance standards must by law be based on “performance standards adopted by the department by regulation” [AS 14.20.149(1)]. The State Board adopted regulations spelling out these standards for both teachers and administrators in January, 1997.

The adopted standards describe the “content and performance standards that reflect the highest abilities and qualities of the teaching profession.” (4 AAC 04.200). Each standard contains two parts:

- content—a “should” statement describing a desirable trait; and
- performance—actions or activities which reflect attainment of the trait.

According to the regulations, districts are to base their local performance standards on the “performance” portion of the state standard. Examples of how districts may move from state to local standards are provided in the System Components section of this *Handbook*.

At present, the performance standards are the only regulations to be adopted. As the new systems are implemented, further clarification of the law through regulation may take place.

The full text of the law can be found in Chapter 31, SLA 1996 and has been distributed to districts by the Alaska Association of School Administrators. The Department of Education has distributed copies of the performance standard regulations. Sections of the law relating to evaluation and the complete regulations are reproduced on the following pages.

A. HB 465

AN ACT relating to employment of teachers and school administrators and to public school collective bargaining; and providing an effective date

EMPLOYEE EVALUATION

Sec. 4 AS 14.20 is amended by adding a new section to read:

Sec. 14.20.149. **EMPLOYEE EVALUATION.** (a) A school board shall adopt by July 1, 1997, a certificated employee evaluation system for evaluation and improvement of the performance of the district's teachers and administrators. The evaluation system applies to all the district's certificated employees except the district's superintendent. A school board shall consider information from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators in the design and periodic review of the district's certificated employee evaluation system. An evaluation of a certificated employee under this section must be based on observation of the employee in the employee's workplace.

(b) The certificated employee evaluation system must

(1) establish district performance standards for the district's teachers and administrators that are based on professional performance standards adopted by the department by regulation;

(2) require at least two observations for the evaluation of each nontenured teacher in the district each school year;

(3) require at least an annual evaluation of each tenured teacher in the district who met the district performance standards during the previous school year;

(4) permit the district to limit its evaluations of tenured teachers who have consistently exceeded the district performance standards to one evaluation every two school years;

(5) require the school district to perform an annual evaluation for each administrator;

(6) require the school district to prepare and implement a plan of improvement for a teacher or administrator whose performance did not meet the district performance standards, except if the teacher's or administrator's performance warrants immediate dismissal under AS 14.20.170 (a); and

(7) provide an opportunity for students, parents, community members, teachers, and administrators to provide information on the performance of the teacher or administrator who is the subject of the evaluation to the evaluating administrator

(c) A person may not conduct an evaluation under this section unless the person holds a type B certificate or is a site administrator under the supervision of a person with a type B certificate, is employed by the school district as an administrator and has completed training in the use of the school district's teacher evaluation system.

(d) Once each school year, a school district shall offer in-service training to the certificated employees who are subject to the evaluation system. The training must address the procedures of the evaluation system, the standards that the district uses in evaluating the performance of teachers and administrators, and other information that the district considers helpful.

(e) A school district shall provide a tenured teacher whose performance, after evaluation, did not meet the district performance standards with a plan of improvement. The evaluating administrator shall consult with the tenured teacher in setting clear specific performance expectations to be included in the plan of improvement. The plan of improvement must address ways in which the tenured teacher's performance can be improved and shall last for not less than 90 workdays and not more than 180 workdays unless the minimum time is shortened by agreement between the evaluating administrator and the teacher. The plan of improvement shall be based on the professional performance standards outlined in the locally adopted school district evaluation procedure. The school district must observe the teacher at least twice during the course of the plan. If, at the conclusion of the plan of improvement, the tenured teacher's performance again does not meet the district performance standards, the district may nonretain the teacher under AS 14.20.175 (b)(1).

(f) A school district may place an administrator who has previously acquired tenure, whose performance, including performance as an evaluator under the district's certificated employee evaluation system, does not meet the district performance standards on a plan of improvement. The plan must address ways in which the administrator's performance can be improved and shall last for not less than 90 workdays and not more than 210 workdays unless the minimum time is shortened by agreement between the evaluating administrator and the administrator being evaluated. The school district must observe the administrator being evaluated at least twice during the course of the plan. If, at the conclusion of the plan of improvement, the administrator's performance again does not meet the district performance standards, the district may terminate its employment contract with the administrator. This subsection does not restrict the right of a school district to reassign an administrator to a teaching position consistent with the terms of an applicable collective bargaining agreement.

(g) The department may request copies of each school district's certificated employee evaluation system and changes the district makes to the systems.

(h) Information provided to a school district under the school district's certificated employee evaluation system concerning the performance of an individual being evaluated under the system is not a public record and is not subject to disclosure under AS 09.25.

However, the individual who is the subject of the evaluation is entitled to a copy of the information and may waive the confidentiality provisions of this subsection concerning the information.

ACQUISITION OF TENURE RIGHTS

Sec. 5. AS 14.20.150 is repealed and reenacted to read:

Sec. 14.20.150. ACQUISITION OF TENURE RIGHTS. (a) Except as provided in (c) or (d) of this section, a teacher acquires tenure rights in a district when the teacher

- (1) possesses a valid teaching certificate that authorizes the teacher to be employed as a certificated teacher or as an administrator under regulations adopted by the department;
- (2) has been employed as a teacher in the same district continuously for three full school years;
- (3) receives, in the third year of any three-year period of continuous employment with the district, an evaluation under the district's evaluation system stating that the teacher's performance meets the district performance standards; and
- (4) on or before October 15 of the school year,
 - (A) accepts a contract for employment as a teacher in the district for a fourth consecutive school year; and
 - (B) performs a day of teaching services in the district during that school year

REMOVAL OF INCOMPETENCY

Sec. 9 AS14.20.175(b) is amended to read:

- (b) A teacher who has acquired tenure rights is subject to non-retention for the following school year only for the following causes:
 - (1) the school district demonstrates that
 - (A) the district has fully complied with the requirements of AS 14.20.149 with respect to the tenured teacher;
 - (B) the teacher's performance, after the plan of improvement, failed to meet the performance objectives set out in the plan; and
 - (C) the evaluation of the teacher established that the teacher does not meet the district performance standards;
 - (2) immorality, which is defined as the commission of an act that, under the laws of the state, constitutes a crime involving moral turpitude; or

(3) substantial noncompliance with the school laws of the state, the regulation or bylaws of the department, the bylaws of the district, or the written rules of the superintendent.

B. 4 AAC 14.200

4 AAC 04.200 is repealed and readopted to read:

4 AAC 04.200 Professional Content and Performance

(a) This chapter identifies and describes content and performance standards that reflect the highest abilities and qualities of the teaching profession. The paragraphs describe the content standards for teachers and administrators. The subparagraphs identify performance standards upon which districts shall base their district performance standards as required by AS 14.20.149(b).

(b) The following content and performance standards apply to a teacher:

(1) A teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice. Performances that reflect attainment of this standard include

(A) engaging in thoughtful and critical examination of the teacher's practice with others, including describing the relationship of beliefs about learning, teaching and assessment practice to current trends, strategies and resources in the teaching profession; and

(B) demonstrating consistency between a teacher's beliefs and the teacher's practice.

(2) A teacher understands how students learn and develop, and applies that knowledge in the teacher's practice. Performances that reflect attainment of this standard include

(A) accurately identifying and teaching to the developmental abilities of students; and

(B) applying learning theory in practice to accommodate differences in how students learn, including accommodating differences in student intelligence, perception and cognitive style.

(3) A teacher teaches students with respect for their individual and cultural characteristics. Performances that reflect attainment of this standard include

(A) incorporating characteristics of the student's and local community's culture into instructional strategies that support student learning;

(B) identifying and using instructional strategies and resources that are appropriate to the individual and special needs of students; and

(C) appropriately applying knowledge of Alaska history, geography, economics, governance, languages, traditional life cycles and current issues to the selection of instructional strategies, materials and resources.

(4) A teacher knows the teacher's content area and how to teach it. Performances that reflect attainment of this standard include

(A) demonstrating knowledge of the academic structure of the teacher's content area, its tools of inquiry, central concepts and connections to other domains of knowledge;

(B) identifying the developmental stages by which learners gain mastery of the content area, applying appropriate strategies to assess the stage of

learning of student in the subject, and applying appropriate strategies, including collaborating with others, to facilitate students' development;

(C) drawing from a wide repertoire of strategies, including , where appropriate, instructional applications of technology, and adapting and applying these strategies within the instructional context;

(D) connecting the content area to other content areas, and to practical situations encountered outside the school; and

(E) staying current in the teachers' content area and demonstrating its relationship with and application to classroom activities, life, work and community.

(5) A teacher facilitates, monitors and assesses student learning.

Performances that reflect attainment of this standard include

(A) organizing and delivering instruction based on the characteristics of the students and the goals of the curriculum;

(B) creating, selecting, adapting and using a variety of instructional resources to facilitate curricular goals and student attainment of performance standards;

(C) creating, selecting, adapting and using a variety of assessment strategies that provide information about and reinforce student learning, and that assist students in reflecting on their own progress;

(D) organizing and maintaining records on students' learning, and using a variety of methods to communicate student progress to students, parents, administrators and other appropriate audiences; and

(E) reflecting on information gained from assessments and adjusting teaching practice, as appropriate, to facilitate student progress toward learning and curricular goals.

(6) A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members. Performances that reflect attainment of this standard include

(A) creating and maintaining a stimulating, inclusive and safe learning community in which students take intellectual risks and work independently and collaboratively;

(B) communicating high standards for student performance and clear expectations of what students will learn;

(C) planning and using a variety of classroom management techniques to establish and maintain an environment in which all students are able to learn; and

(D) assisting students in understanding their role in sharing responsibility for their learning.

(7) A teacher works as a partner with parents, families and with the community. Performances that reflect attainment of this standard must include

(A) promoting and maintaining regular and meaningful communication between the classroom and student families;

(B) working with parents and families to support and promote student learning;

(C) participating in schoolwide efforts to communicate with the broader community and involve parents and families in student learning;

(D) connecting, through instructional strategies, the school and classroom activities with student homes and cultures, work places and the community; and

(E) involving parents and families in setting and monitoring student learning goals.

(8) A teacher participates in and contributes to the teaching profession.

Performances that reflect attainment of this standard include

(A) maintaining a high standard of professional ethics;

(B) maintaining and updating both knowledge of the teacher's content area(s) and best teaching practice;

(C) engaging in instructional development activities to improve the quality of, or update classroom, school or district programs; and

(D) communicating, working cooperatively and developing professional relationships with colleagues.

(c) In addition to the content and performance standards set out in (b) of this section, the following content and performance standards apply to an administrator in the public schools:

(1) An Administrator provides leadership for an educational organization.

Performances that reflect attainment of this standard include

(A) working with and through individuals and groups;

(B) facilitating teamwork and collegiality, including treating staff as professionals;

(C) providing direction, formulating plans and goals, motivating others and supporting the priorities of the school in the context of community and district priorities and staff and student needs;

(D) focusing on high priority issues related to student learning and staff competence;

(E) recognizing and acknowledging outstanding performance;

(F) solving or convening others to solve problems and making sound judgments based on problem analysis, best practice, district goals and procedures;

(G) prioritizing and using resources effectively to accomplish organizational goals through planning, involving others, delegating and allocating resources sufficiently and to priority goals;

(H) taking action to carry out plans and accomplish goals; and

(I) maintaining own professional goals.

(2) An administrator guides instruction and support an effective learning environment. Performances that reflect attainment of this standard include

(A) supporting the development of a schoolwide climate of high expectations for student learning and staff performance;

(B) ensuring that effective instructional methods are in use;

(C) maintaining school or program-level records of student learning, and communicating students' progress;

(D) developing and supporting instructional and auxiliary programs for the improvement of teaching and learning; and

(E) facilitating the establishment of effective learning environments.

(3) An administrator oversees the implementation of standards-based curriculum. Performances that reflect attainment of this standard include

(A) demonstrating knowledge of current major curriculum design models;

(B) interpreting school district curricula in terms of school-level organization and program;

(C) facilitating staff's alignment of materials, curricula, methods, goals and standards for student performance;

(D) monitoring social and technological developments as they affect curriculum.

(4) An administrator coordinates services which support student growth and development. Performances that reflect attainment of this standard include

(A) implementing and overseeing student behavior and discipline procedures which promote the safe and orderly atmosphere of the school;

(B) providing for student guidance, counseling and auxiliary services;

(C) coordinating outreach for students, staff and school programs community organizations, agencies and services;

(D) being responsive to parent and family requests for information, involvement in student learning and outreach assistance;

(E) supporting the development and use of programs which connect schooling with plans for adult life; and

(F) supporting the development and overseeing the implementation of a comprehensive program of student activities.

(5) An administrator provides for staffing and professional development to meet student learning needs. Performances that reflect attainment of this standard include

(A) supervising or arranging for the supervision of staff for the purpose of improving their performance, demonstrating the ability to apply , as appropriate, both collegial and hierarchical models;

(B) working with faculty and staff to identify individual and group professional needs and design appropriate staff development opportunities;

(C) evaluating staff for the purpose of making recommendations about retention and promotion; and

(D) participating in the hiring of new staff based upon needs of the school and district priorities.

(6) An administrator uses assessment and evaluation information about students, staff and the community in making decisions. Performances that reflect attainment of this standard include

(A) developing tools and processes to gather needed information from students, staff and the community;

- (B) using information to determine whether student, school or program goals have been met and implementing changes where appropriate;
 - (C) interpreting assessment information and evaluations for others;
- and
- (D) relating programs to desired standards or goals.
- (7) An administrator communicates with diverse groups and individuals with clarity and sensitivity. Performances that reflect attainment of this standard include
- (A) communicating clearly, effectively and with sensitivity to the needs and concerns of others, both orally and in writing;
 - (B) obtaining and using feedback to communicate more effectively;
 - (C) recognizing the influence of culture on communication style and communicating with sensitivity to cultural differences; and
 - (D) communicating a positive image of the school in the community.
- (8) An administrator acts in accordance with established laws, policies, procedures and good business practices. Performances that reflect attainment of this standard include
- (A) acting in accordance with federal and state laws and regulations;
 - (B) working within local policy, procedures and directives; and
 - (C) administering contracts and financial accounts responsibly, accurately, efficiently and effectively.
- (9) An administrator understands the influence of social, cultural, political and economic forces on the educational environment, and uses this knowledge to serve the needs of children, families and communities. Performances that reflect attainment of this standard include
- (A) acting with awareness that schools exist in a political environment and are affected by other systems with which they intersect and interact;
 - (B) identifying relationships between public policy and education;
 - (C) recognizing the appropriate level at which an issue should be resolved, including home, classroom, building and district levels, and taking appropriate action;
 - (D) engaging in and supporting efforts to affect public policy that will promote quality education for students;
 - (E) addressing ethical issues that arise in the educational environment, acting with care and good judgment within appropriate time frames; and
 - (F) enlisting public participation in and support for school programs, student achievement and the schoolwide climate for learning.
- (10) An administrator facilitates the participation of parents and families as partners in the education of children. Performances that reflect attainment of this standard include

(A) supporting and respecting the responsibilities of parents and families, recognizing the variety of parenting traditions and practices in the community's diversity;

(B) ensuring that teachers and staff engage parents and families in assisting student learning;

(C) maintaining a school or program climate which welcomes parents and families and invites their participation; and

(D) involving parents and community in meaningful ways in school or program decisionmaking.

(d) Nothing in this section requires an educator to disclose information or communicate about students to others if disclosure or communication is otherwise prohibited by law.

4 AAC 04 is amended by adding a new section to read:

4 AAC 04.205. **DISTRICT PERFORMANCE STANDARDS.** (a) District performance standards required under AS 14.20.149(b)(1) shall be based on the standards set out at 4 AAC 04.200.

(b) A district must establish performance standards for each of the professional content standards set out at 4 AAC 04.200. In establishing its performance standards, a district must discuss each of the performance standards set out at 4 AAC 04.200 that reflect attainment of each professional content standard. A district may

(1) establish a performance standard set out at 4 AAC 04.200 as one of its performance standards;

(2) modify a performance standard set out at 4 AAC 04.200 to accommodate district goals and priorities;

(3) combine performance standards set out at 4 AAC 04.200 to create broader performance standards; and

(4) provide additional or alternative performance standards to accommodate district goals and priorities.

(c) A district's evaluation system may

(1) provide a variety of assessment strategies;

(2) recognize a variety of evidence of performance of a standards; and

(3) recognize a variety or continuum of levels of skill acquisition and require more experienced educators to perform at higher levels of performance than less experienced educators.

(d) Performance standards should be interpreted and applied in the context of the job requirements of the educator being evaluated.

(e) In addition to establishing performance standards, a district's employee evaluation system must meet all other requirements under AS 14.20.149.

C. Timeline

To meet the requirements of HB 465, districts must adhere to the following timeline:

Before July 1, 1997	1997-98 School Year	Subsequent School Years
establish district performance standards based on state regulation	conduct training for evaluators	conduct training for evaluators <i>new to the system</i>
gather information from students, parents, community members, classroom teacher, affected bargaining units and administrators concerning evaluation system design	provide in-service training for certificated employees who are subject to the evaluation system	provide in-service training for certificated employees who are subject to the evaluation system
design the system based on district standards and stakeholder input	observe each non-tenured teacher at least two times	observe each non-tenured teacher at least two times
adopt the system by school board resolution	evaluate each tenured teacher at least once	evaluate each tenured teacher at least once, <i>unless the district has adopted a two-year evaluation cycle for tenured teachers who consistently exceed the district performance standards</i>
	evaluate each administrator with the exception of the superintendent	evaluate each administrator with the exception of the superintendent
	prepare and implement a plan of improvement for each teacher or administrator whose performance does not meet district standards ¹	prepare and implement a plan of improvement for each teacher or administrator whose performance does not meet district standards ¹
		observe any teacher/administrator on a plan of improvement at least twice
		assess performance standard of any third-year teacher to determine tenure status
		periodically review employee evaluation system with all stakeholders

¹ If a teacher or administrator's performance warrants immediate dismissal under AS 14.20.170(a), a plan of improvement is not required.

Standards for Evaluation Programs

This section seeks to help districts answer the question, “What does a valid, quality evaluation program look like?” And, it is important that districts ask this question. Without attention to validity, a program cannot be defended to employees or the community. Without attention to the quality of the evaluation system, the potential for school improvement contained in HB 465 will be compromised.

Fortunately, there has been a great deal of recent activity nationwide to help districts answer this question. Recent publications, such as Kenneth Peterson’s *Teacher Evaluation: A Comprehensive Guide to New Directions and Practices* (included in the Resource Kit) summarize for practitioners much of the research findings on evaluation. The Center for Research on Educational Accountability and Teacher Evaluation (CREATE) at Western Michigan University has extensive theoretical and practical resources available for both teacher and administrator evaluation. Full-text of many of the Center’s publications are contained in the CD-ROM included with this *Handbook*. Finally, the Joint Committee on Standards for Educational Evaluation, a group representing fourteen professional education associations, has completed and published its work on Personnel Evaluation Standards. These standards are recognized by the American National Standards Institute as the authorized standards for educational systems.

The Personnel Evaluation Standards, reproduced below as well as in the pocket-sized fold-out accompanying this *Handbook*, represent a major resource to districts as they seek to meet the requirements of the new statute. As a first step in the process, districts are urged to assess their current evaluation system against these standards. Examples of how districts can use these standards in analyzing their own evaluations systems are found in the System Component section of this *Handbook*.

The standards are broken out in four categories—propriety, utility, feasibility and accuracy—each highlighting a particular characteristic of a sound system.

Personnel Evaluation Standards²

PROPRIETY STANDARDS

Summary of the Standards

Propriety Standards The Propriety Standards require that evaluations be conducted legally, ethically, and with due regard for the welfare of evaluatees and clients of the evaluations.

P1 Service Orientation Evaluations of educators should promote sound education principles, fulfillment of institutional missions, and effective performance of job responsibilities, so that the educational needs of students, community, and society are met.

² Joint Committee on Standards for Education Evaluation, Dr. James Sanders, Chair. Used with permission.

P2 Formal Evaluation Guidelines Guidelines for personnel evaluations should be recorded in statements of policy, negotiated agreements, and/or personnel evaluation manuals, so that evaluations are consistent, equitable, and in accordance with pertinent laws and ethical codes.

P3 Conflict of Interest Conflicts of interest should be identified and dealt with openly and honestly, so that they do not compromise the evaluation process and results.

P4 Access to Personnel Evaluation Reports Access to reports of personnel evaluation should be limited to those individuals with a legitimate need to review and use the reports, so that appropriate use of the information is assured.

P5 Interactions with Evaluatees The evaluation should address evaluatees in a professional, considerate, and courteous manner, so that their self-esteem, motivation, professional reputations, performance, and attitude toward personnel evaluation are enhanced or, at least, not needlessly damaged.

UTILITY STANDARDS

Summary of the Standards

Utility Standards The Utility Standards are intended to guide evaluations so that they will be informative, timely, and influential.

U1 Constructive Orientation Evaluations should be constructive, so that they help institutions to develop human resources and encourage and assist those evaluated to provide excellent service.

U2 Defined Uses The users and the intended uses of a personnel evaluation should be identified, so that the evaluation can address appropriate questions.

U3 Evaluator Credibility The evaluation system should be managed and executed by persons with the necessary qualifications, skills, and authority, and evaluators should conduct themselves professionally, so that evaluation reports are respected and used.

U4 Functional Reporting Reports should be clear, timely, accurate, and germane, so that they are of practical value to the evaluatee and other appropriate audiences.

U5 Follow-Up and Impact Evaluations should be followed up, so that users and evaluatees are aided to understand the results and take appropriate actions.

FEASIBILITY STANDARDS

Summary of the Standards

Feasibility Standards The Feasibility Standards call for evaluation systems that are as easy to implement as possible, efficient in their use of time and resources, adequately funded, and viable from a number of other standpoints.

F1 Practical Procedures Personnel evaluation procedures should be planned and conducted so that they produce needed information while minimizing disruption and cost.

F2 Political Viability The personnel evaluation system should be developed and monitored collaboratively, so that all concerned parties are constructively involved in making the system work.

F3 Fiscal Viability Adequate time and resources should be provided for personnel evaluation activities, so that evaluation plans can be effectively and efficiently implemented.

ACCURACY STANDARDS

Summary of the Standards

Accuracy Standards The accuracy standards require that the obtained information be technically accurate and that conclusions be linked logically to the data.

A1 Defined Role The role, responsibilities, performance objectives, and needed qualifications of the evaluatee should be clearly defined, so that the evaluator can determine valid assessment data.

A2 Work Environment The context in which the evaluatee works should be identified, described, and recorded, so that environmental influences and constraints on performance can be considered in the evaluation.

A3 Documentation of Procedures The evaluations procedures actually followed should be documented, so that the evaluatees and other users can assess the actual, in relation to intended, procedures.

A4 Valid Measurement The measurement procedures should be chosen or developed and implemented on the basis of the described role and the intended use, so that the inferences concerning the evaluatee are valid and accurate.

A5 Reliable Measurement Measurement procedures should be chosen or developed to assure reliability, so that the information obtained will provide consistent indications of the performance of the evaluatee.

A6 Systematic Data Control The information used in the evaluation should be kept secure, and should be carefully processed and maintained, so as to ensure that the data maintained and analyzed are the same as the data collected.

A7 Bias Control The evaluation process should provide safeguards against bias, so that the evaluatee's qualifications or performance are assessed fairly.

A8 Monitoring Evaluation Systems The personnel evaluation system should be reviewed periodically and systematically, so that appropriate revisions can be made.

System Components

This section of the *Handbook* helps districts determine what processes and techniques must or should be included in their local evaluation systems. It contains information on:

- School Board Policy
- Local Performance Standards
- Model Design Processes
- Evaluation Processes and Data Sources
- Improvement Plans
- New Teacher Support
- Community Involvement

Topics are considered in relation to

- required elements—the conditions (if any) set forth in law or statute concerning the component, which districts must meet at a minimum
- “best practice”—a discussion on what research and expert opinion suggest is the ideal situation
- practical examples—materials showing how districts have gone about implementing the component or practice in real-life conditions
- sources of additional information about the practice or topic discussed

In addition to information from Alaskan school districts, the Department collected sample district materials from presenters at the 1996 National Evaluation Institute. Both of these sources were used to develop the practical examples given in the subsections. Districts are reminded that these examples are presented for informational purposes only. The Department does not attest that any of the included forms or processes fully meet the requirements of the statute and regulations. Permission has been granted by the appropriate Alaskan and out-of-state districts for reproduction of the materials included.

If sample forms are suggested for district use in reviewing their current evaluation system, they are provided at the end of each sub-section.

A. School District Policy

What is required?

A school board must adopt the district's evaluation system [AS 14.20.149(a)].

What is "best practice"?

The Association of Alaska School Boards has drafted a model policy on evaluation which contains the required elements. Districts may adopt the policy as drafted.

Certificated Personnel

BP 4115

EVALUATION/SUPERVISION

The School Board believes that evaluations can provide important information relevant to making employment decisions and can help staff improve their teaching skills and raise student achievement levels. In accordance with the certificated employee evaluation system adopted by the School Board as required by law, the Superintendent or designee shall evaluate the effectiveness of certificated personnel annually.

(cf. 4116 - Probationary/Permanent Status)

(cf. 4117.4 - Dismissal)

(cf. 4117.6 - Non-retention)

(cf. 4315.1 - Competence in Evaluation of Teachers)

Legal Reference:

ALASKA STATUTES

14.20.149 Employee Evaluation

23.40.070 Declaration of Policy (PERA)

ALASKA ADMINISTRATIVE CODE

4 AAC 19.0010 - 4 AAC 19.060 Evaluation of Professional Employees

What are some examples of actual school district policies?

Some school districts provide a more detailed rationale for the evaluation system, linking policy to district mission and a set of beliefs or principles, as indicated in the following examples.

Juneau School District Policy
EVALUATION OF CERTIFICATED PERSONNEL

The Board of Education recognizes that the evaluation of the performance of certificated personnel is essential to the achievement of the educational goals of this district. The purpose of a program of evaluation will be to promote professional excellence and improve the quality of instruction, facilitate student learning and growth, and provide a basis for the review of certificated personnel performance. The Board will provide leadership, adequate resources for supervision and professional development. time for the proper conduct of evaluations, and time for inservice training.

The performance of certificated personnel shall be evaluated at least once in each contract year for demonstration of teaching or administrative skills and techniques; for sound interpersonal working relationships with students, parents, and colleagues; and for the ability to work toward the educational goals of the Board of Education. Standards for performance must be measurable and relevant to the teacher's duties and responsibilities. The final evaluation will include information from formal observations of the teacher's performance as well as other sources including but not limited to: informal observations, interpersonal interactions, professional feedback, and written materials. Teachers may request additional observations to be conducted by administrators or peers if desired.

Evaluating supervisors are directed to make every effort to assist teachers in the remediation of deficiencies disclosed in the evaluation process and may conduct additional evaluations for teachers who are inexperienced or marginally competent. Supervisors should recognize that the purposes of this policy cannot be realized by evaluations that do not record the weaknesses as well as the strengths of teachers. Assessments that are less than candid serve neither the professional growth of the teachers nor the interest of the district in building a staff of highly competent, well-trained personnel.

The performance evaluation will become a part of the teacher's permanent file and will not be considered a public document and will be kept in a locked file in the personnel office. Only the employee, supervisory personnel or others with permission of the Superintendent or his/her designee will have access to the evaluation information.

4 AAC 19.010-60

Adopted 1 2/4/84
Revised 12/4/90

(DRAFT)

Thompson School District
(Loveland, Colorado)
EVALUATION AND SUPERVISION PROCESS

District Mission Statement

In partnership with the community, the Thompson Schools will educate all students to assume their current and future responsibilities as individuals, citizens and members of the work force (adopted by the Board of Education, November 1995)

Evaluation and Supervision Belief Statement

The Board of Education, administration, staff and parents are committed to providing and maintaining the best possible education for our students. An important indicator of an excellent educational program is the competence and professionalism of the district's instructional staff. The district recognizes that the instructional process is extremely complex, and the appraisal of the educator's performance is a challenging endeavor but critical to the educational goals, achievement, and well-being of our students.

Beliefs

The School Professional Evaluation and Supervision Process should

- focus on the enhancement of student achievement and well-being
- foster more communication and a positive professional relationship between the evaluator and the school professional
- depend on established performance standards for instruction and professionalism
- facilitate the continuous growth of Thompson School District educators
- recognize the high percentage of Thompson educators who are performing at or above current expected levels of performance
- reflect that through their careers educators achieve different performance levels
- recognize that some educators reach an autonomous level in their desire to grow professionally
- function as an important part of the systematic improvement of instruction and aid in making employment decisions
- reflect current legislative regulations including licensure, standards and evaluation³

³ Thompson School District, *School Professional Evaluation Handbook*, January, 1996 (Draft). Used with permission.

Where can I get more information?

The Association of Alaska School Boards and/or your school attorney are the best sources of information concerning an appropriate School Board policy on evaluation of certificated personnel.

B. Local Standards

What is required?

School districts must “establish district performance standards for the district’s teachers and administrators that are based on professional performance standards adopted by the department [of Education] by regulation.” [AS 14.20.149(b)(1)]

Department of Education regulations (4 AAC 14.200) set out “content and performance standards that reflect the highest abilities and qualities of the teaching profession. The paragraphs describe the content standards for teachers and administrators. The subparagraphs identify performance standards upon which districts shall base their performance standards.” The regulations further provide that a district’s evaluation system may

- provide a variety of assessment strategies;
- recognize a variety of evidence of performance of a standards; and
- recognize a variety or continuum of levels of skill acquisition and require more experienced educators to perform at higher levels of performance than less experienced educators.

Districts are reminded that performance standards should be interpreted and applied in the context of the job requirements of the educator being evaluated.

What is best practice?

Literature on evaluation identifies several ways in which an evaluation system can be structured, such as job duties and performance standards. Although there are lively debates concerning the best structure to use, the choice of performance standards has been made for Alaska by state law.

Within the constraints of the law, districts can approach setting local standards in two ways. If the district currently does not have standards, a reasonable approach might be to convene a representative group to review the state standards and to suggest modifications and additions to meet local conditions. In setting up the review committee, the district should keep in mind that the legislation requires opportunities for participation across a broad range of interests. At the very least, representatives of employees to be evaluated by the standards must be involved in establishing local standards.

According to the regulations (4 AAC 04.205 (b)), a district must discuss each of the performance standards set out at 4 AAC 04.200. In setting its local standards, a district may

- (1) establish a performance standard set out at 4 AAC 04.200 as one of its performance standards;
- (2) modify a performance standard set out at 4 AAC 04.200 to accommodate district goals and priorities;
- (3) combine performance standards set out at 4 AAC 04.200 to create broader performance standards; and
- (4) provide additional or alternative performance standards to accommodate district goals and priorities.

Districts should recognize that the terms *areas of responsibility*, *duties*, *performance standards* and *performance indicators*, while treated as distinct in the literature, are often in practice almost interchangeable. Therefore, before a district concludes that it does not have standards at present, it should look to the areas for evaluation in its current evaluation system. In some cases, these areas, whatever they have been termed, may address a portion if not all of the state's standards.

If a district already has established standards, these will need to be reviewed to assure congruence with state standards. Some benefits may accrue from reconvening the group responsible for the development of the original standards, if possible, since this group should be able to come up to speed quickly. If a new group is required, districts should take care to have at a minimum representatives of the parties involved in the original effort. The group should recommend modifications of and/or additions to local standards, as necessary, to bring them into compliance with state requirements.

A check list is provided at the end of this section for district use in documenting the linkage between local teacher evaluation areas and state standards. A similar form is provided for administrator standards in the section on Evaluation of Administrators in this *Handbook*.

What are some examples of actual school district performance standards?

Several Alaska school districts have already established local performance standards for teachers, administrators and/or specialist personnel. Since these standards were developed before state regulations were adopted, they do not necessarily meet all of the current requirements. However, they indicate alternative ways in which a district might organize its own local standards.

Three sets of sample teacher standards are provided in the following pages. Sample administrator and specialist standards are found in the sections on Specialist Evaluation and Evaluation of Administrators in this *Handbook* of the manual. Following the sample teacher performance standards are two examples of how a comparison between current and required standards could be made using the checklist included in this *Handbook*.

Matanuska-Susitna School District
TEACHER PERFORMANCE STANDARDS

1. Knowledge Of Subject

- Relates content, concepts and skills to life applications.
- Organizes content which encourages higher level thinking skills.
- Uses wide variety of up to date learning materials beyond the text that enhance and extend learning.
- Makes purpose of lesson clear to students and activities directly relate to the purpose.
- Responds to student questions and refers to sources of information.

2. Planning And Use Of Instructional Objectives

- Establishes clear and appropriate instructional objectives for student population.
- Establishes outcomes and clearly communicates them to students.
- Aligns outcomes with District curriculum or I.E.P. Provides models and guidelines of excellent work (benchmarks).
- Provides multiple opportunities for students to be successful.

3. Effectiveness of Instructional Techniques

- Encourages student discovery (student centered).
- Provides opportunities for students to apply higher level thinking to real-life situations or simulations.
- Uses adapted methods and materials based on current and effective research.
- Provides appropriate pace and sequence of learning activities for varying needs and rates of learning.

4. Assessment Of Student Progress

- Aligns assessment tools to instructional objectives, and appropriate for student population.
- Communicates criteria for assessment to students.
- Provides continued feedback to students in a positive manner.
- Provides feedback through methods and materials that are free of bias and/or discrimination.
- Provides multiple and varied opportunities for students to demonstrate accomplishment of objectives/outcomes.

5. Classroom/Office Management

- Organizes classroom to meet varying instructional groupings, experiences, and needs of learners.
- Manages materials and space effectively for attainment of student outcomes and creates a positive bias-free environment.
- Clearly establishes routines and responsibilities.
- Maintains accurate and up to date records

6. Interaction With Learners

- Shows respect, warmth, trust, and concern for students.
- Is sensitive and responsive to students' needs.
- Respects diversity within the classroom.
- Disciplines students in a dignified, fair, positive manner. Uses varied grouping techniques with stated outcomes.
- Provides opportunity for student choice with effective balance between exercising rights and accepting responsibility.
- Provides an atmosphere conducive to active listening and engaged learning.
- Encourages inquiry from all learners.
- Integrates community resources into the classroom.

7. Professional Growth

- Participates in opportunities for professional growth (conferences, courses, workshops, reading, institute, support group, committees).

8. Professional Relationships

- Works cooperatively with members of the school staff, parents, students, and district personnel. Recognizes problems and adjusts proactively.
- Is open to discussion and feedback, considers alternatives, and implements rational change.

9. Meets Obligations

- Follows school and district procedures correctly in a timely manner (i.e., attendance reports, lesson plans, parent conferences, educational plans, etc.).
- Consistently maintains accurate and up to date records.

Kenai Peninsula School District
EVALUATION INDICATORS AND STANDARDS/TEACHERS

Definition of Areas to be Evaluated

The following are definitions of the areas of performance in which teachers of the Kenai Peninsula Borough School District will be evaluated. The definitions are designed to communicate to the evaluator and evaluatee, a general understanding of the type of performance expected of teachers in the District.

1. Instructional Skill - The teacher
 - prepares long range and short range plans based on KPBSD standards and curriculum and is able to teach them effectively.
 - integrates use of concrete materials, technology and multimedia.
 - employs knowledge, skill and understanding of best practices.
 - uses methods and materials that are developmentally appropriate.
 - integrates learning experiences for relevance and meaning.
 - honors and prepares for diversity of learning styles.
 - incorporates performance based assessments into instruction.
 - employs knowledge of lesson design and learning cycle.
 - a) Sets the stage with an anticipatory set - WHY?
 - b) States the purpose and objectives - WHY
 - c) Varies methods of instructional input - WHAT?
 - d) Demonstrates and models - HOW?
 - e) Checks for understanding - HOW?
 - f) Offers opportunities for guided practice - HOW?
 - g) Provides independent practice - WHAT IF?

2. Classroom Management - The teacher
 - manages the learning environment so all students can reach high standards.
 - organizes instruction to allow for individual differences.
 - makes effective use of best practices.
 - creates an active classroom environment of engaged learners.
 - employs multiple grouping strategies.
 - provides for continuous, regular monitoring and assessment.
 - has discipline procedures posted.

3. Professional Attitude - The teacher
 - appears to enjoy teaching as demonstrated by enthusiasm, a positive attitude and willing participation in school and faculty activities.
 - demonstrates empathy, admiration, understanding, and respect for students.
 - displays maturity and emotional balance in working with students and colleagues in discharging responsibilities.
 - accepts criticism and suggestions and uses them when offered.

- seeks, understands, and assumes responsibilities.
- maintains confidentiality pertaining to students and staff.
- relates with staff members in a cooperative and collegial manner.
- models life long learning by keeping current with educational research, literature, and innovation.

4. Community Relations - The teacher

- handles contacts with parents and public in a manner which reflects favorably on the schools and the teaching profession.
- effectively communicates with parents regarding individual progress as well as individual and group expectations relative to the instructional program.
- welcomes, and encourages, and utilizes parent volunteers in the classroom.
- cultivates parent relationships.
- participates in School Based Decision Making effort for the improvement of teaching and learning.

5. Teacher Responsibilities - The teacher

- performs classroom record keeping duties as necessary or directed.
- properly evaluates student learning and provides students and parents with sufficient information as to their progress.
- maintains room equipment and supplies in a way conducive to a proper learning environment.
- effectively performs related supervision as assigned.
- adheres to District policy and directives of the building administrator(s).
- is prompt and responsible.

Thompson School District
TEACHER PROFESSIONAL STANDARDS⁴

These are the behaviors which a school professional must exhibit consistently over time to maintain employment in the Thompson R2-J School District. These standards are evaluated on an annual basis.

1. The school professional consistently demonstrates the basic components of effective instruction and/or uses other instructional models as appropriate.
 - a) Develops plans to support instructional or training objectives.
 - b) Demonstrates instruction or training that includes initial focus, appropriate delivery, guided and independent practice, monitoring or instruction, and a closing and/or uses other instructional models as appropriate.
 - c) Provides a variety of formative and summative assessments that measure student progress toward objectives.
 - d) Designs and implements management processes that are conducive to student learning.

2. The school professional provides a program of instruction or training in accordance with the adopted curriculum and consistent with state standards and federal and state regulations.
 - a) Uses district curriculum guidelines in planning and implementing instruction.
 - b) Demonstrates a connection between teacher-prepared lesson units and district curriculum standards.
 - c) Is knowledgeable about scope and sequence of district curriculum standards as applicable.

3. The school professional is responsible for increasing the probability of advancing student achievement
 - a) Collects and analyzes student data to drive instruction.
 - b) Uses multiple measures to document student growth.
 - c) Implements strategies based on various types of student achievement data to improve student performance.
 - d) Analyzes the results of instruction and modifies instruction accordingly.
 - e) Organizes a learning environment to maximize the potential for student time on task.

4. The school professional designs and implements instruction to meet the unique needs of students.
 - a) Makes decisions about and provides instructional materials and strategies that address a variety of learning needs.
 - b) Describes the students' current performance levels and future instructional needs.

⁴ Ibid.

- c) Designs and provides a variety of performance opportunities which demonstrate student learning.
 - d) Uses prescribed modifications for special populations.
5. The school professional develops and maintains an environment conducive to student well-being.
- a) Encourages and models respect for all students.
 - b) Creates a learning environment in which students can feel safe taking the risks necessary for learning.
 - c) Encourages student interactions which promote personal growth and self-worth.
 - d) Respects the cultural and learning diversity of students.
6. The school professional communicates with students, families, colleagues, and community members concerning student academic and behavioral progress.
- a) Listens with intent to understand.
 - b) Clearly defines and communicates expectations to students and families.
 - c) Works to establish partnerships and maintains communication with students, families, colleagues and community members with respect to student strengths, needs and progress.
 - d) Communicates individual student needs in a confidential manner where appropriate.
 - e) Is articulate, selecting words with clarity and precision.
7. The school professional assists in upholding and enforcing school rules, Board of Education policies, federal and state rules and regulations, and adheres to licensure standards.
- a) Can access copies of and comply with school rules, Board of Education policies, federal and state rules and regulations, and licensure standards.
 - b) Monitors student behavior in accordance with building, district, federal, and state policies, and takes appropriate action.
8. The school professional maintains records as required by law, district policy, and administrative regulations in a timely and confidential manner.
- a) Completes required forms, reports, and plans according to district policies.
 - b) Documents student behavior and academic progress for appropriate placement or referral.
 - c) Submits forms, reports, and plans in a timely manner.
9. The school professional demonstrates professional cooperative relationships with others.
- a) Asks for assistance or provides colleagues and families with assistance and collaborates on meeting individual student needs.
 - b) Uses conflict resolution and decision making processes to solve problems in the work place.
 - c) Shares information, materials, and expertise with colleagues.

10. The school professional exhibits professional employment characteristics.
 - a) Meets and instructs students in the location at the time designated according to job assignment, with as few absences as possible.
 - b) Performs related duties as assigned by the administration in accordance with district policies and practices.
 - c) Attends and participates in required meetings.
 - d) Models appropriate behavior in the school setting according to district policy.

Review of Local Standards:

The following examples indicate how districts can check local standards or performance criteria against the requirements of 4 AAC 14.200. A blank form for district use of provided in Sample Forms at the end of this subsection.

Example 1:

Matanuska-Susitna School District
Knowledge of Content Area

State Standard	Our Standard(s)	Comments
<i>4. A teacher knows the teacher's content area and how to teach it</i>	1. Knowledge of Subject 3. Effectiveness of Instructional Techniques 7. Professional Growth	
A. demonstrates knowledge of academic structure of the teacher's content areas, its tools of inquiry, central concepts and connections to other domains of knowledge		<i>Local standards do not specifically address knowledge of the structure, central concepts and tools of inquiry of the teacher's content area</i>
B. identifies the developmental stages by which learners gain mastery of the content area, applying appropriate strategies to assess the stage of learning in the subject and applying appropriate strategies, including collaborating with others, to facilitate students' development	<ul style="list-style-type: none"> • Organizes content which encourages higher level thinking skills. • Provides opportunities for students to apply higher level thinking to real-life situations or simulations. • Provides appropriate pace and sequence of learning activities for varying needs and rates of learning 	
C. draws from a wide range of strategies including, where appropriate, instructional applications of technology, and adapting and applying these strategies within the instructional content	<ul style="list-style-type: none"> • Uses wide variety of up to date learning materials beyond the text that enhance and extend learning. 	
D. connects the content area to other content areas, and to practical situations encountered outside the school; and	<ul style="list-style-type: none"> • Relates content, concepts and skills to life applications. 	
E. stays current in the teacher's content area and demonstrates its relationship with and application to classroom activities, life, work and community	<ul style="list-style-type: none"> • Participates in opportunities for professional growth (conferences, courses, workshops, reading, institute, support group, committees). 	

Example 2:

Kenai Peninsula School District
Evaluation Indicators and Standards/Teachers

State Standard	Our Standard(s)	Comments
<i>2. A teacher should understand how students learn and develop, and should be able to apply that knowledge in a teacher's practice</i>	Instructional Skill Classroom Management	
(A) accurately identify and teach to the developmental abilities of students	The teacher: <ul style="list-style-type: none"> • uses methods and materials that are developmentally appropriate • provides for continuous, regular monitoring and assessment 	<i>Current standards do not tie assessment to identification of developmental abilities, although this is implied</i>
(B) apply learning theory in practice to accommodate differences in how students learn, including accommodating differences in student intelligence, perception and cognitive style	The teacher: <ul style="list-style-type: none"> • honors and prepares for diversity of learning styles. • manages the learning environment so all students can reach high standards. • organizes instruction to allow for individual differences. • employs multiple grouping strategies 	

Where can I get more information?

Personnel from the Matanuska-Susitna or Kenai school districts can provide information about how their local standards were developed. Marjorie Menzi, Education Specialist at the Alaska Department of Education, can provide information on the state standards.

State Standard/Local Standard Comparison Check List

State Standard	Our Standard(s)	Comments
<i>(1) A teacher can describe the teacher’s philosophy of education and demonstrate its relationship to the teacher’s practice.</i>		
(A) engages in thoughtful and critical examination of the teacher’s practice with others, including describing the relationship of beliefs about learning, teaching and assessment practice to current trends, strategies and resources in the teaching profession		
(B) demonstrates consistency between a teacher’s beliefs and the teacher’s practice.		
<i>(2) A teacher understands how students learn and develop, and applies that knowledge in the teacher’s practice.</i>		
(A) accurately identifies and teaches to the developmental abilities of students		
(B) applies learning theory in practice to accommodate differences in how students learn, including accommodating differences in student intelligence, perception and cognitive style.		
<i>(3) A teacher teaches students with respect for their individual and cultural characteristics.</i>		
(A) incorporates characteristics of the student’s and local community’s culture into instructional strategies that support student learning;		
(B) identifies and uses instructional strategies and resources that are appropriate to the individual and special needs of students;		

(C) appropriately applies knowledge of Alaska history, geography, economics, governance, languages, traditional life cycles and current issues to the selection of instructional strategies, materials and resources.		
<i>(4) A teacher knows the teacher's content area and how to teach it.</i>		
(A) demonstrates knowledge of the academic structure of the teacher's content area, its tools of inquiry, central concepts and connections to other domains of knowledge;		
(B) identifies the developmental stages by which learners gain mastery of the content area, applying appropriate strategies to assess the stage of learning of student in the subject, and applying appropriate strategies, including collaborating with others, to facilitate students' development;		
(C) draws from a wide repertoire of strategies, including , where appropriate, instructional applications of technology, and adapting and applying these strategies within the instructional context;		
(D) connects the content area to other content areas, and to practical situations encountered outside the school;		
(E) stays current in the teachers' content area and demonstrating its relationship with and application to classroom activities, life, work and community.		
<i>(5) A teacher facilitates, monitors and assesses student learning.</i>		

(A) organizes and delivers instruction based on the characteristics of the students and the goals of the curriculum;		
(B) creating, selecting, adapting and using a variety of instructional resources to facilitate curricular goals and student attainment of performance standards;		
(C) creates, selects, adapts and uses a variety of assessment strategies that provide information about and reinforce student learning, and that assist students in reflecting on their own progress;		
(D) organizes and maintains records on students' learning, and using a variety of methods to communicate student progress to students, parents, administrators and other appropriate audiences;		
(E) reflects on information gained from assessments and adjusting teaching practice, as appropriate, to facilitate student progress toward learning and curricular goals.		
<i>(6) A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members.</i>		
(A) creates and maintains a stimulating, inclusive and safe learning community in which students take intellectual risks and work independently and collaboratively;		
(B) communicates high standards for student performance and clear expectations of what students will learn;		
(C) plans and uses a variety of classroom management techniques to establish and maintain an environment in which all students are able to learn;		

(D) assists students in understanding their role in sharing responsibility for their learning.		
<i>(7) A teacher works as a partner with parents, families and with the community.</i>		
(A) promotes and maintains regular and meaningful communication between the classroom and student families;		
(B) works with parents and families to support and promote student learning;		
(C) participates in schoolwide efforts to communicate with the broader community and involve parents and families in student learning;		
(D) connects, through instructional strategies, the school and classroom activities with student homes and cultures, work places and the community;		
(E) involves parents and families in setting and monitoring student learning goals.		
<i>(8) A teacher participates in and contributes to the teaching profession.</i>		
(A) maintains a high standard of professional ethics;		
(B) maintains and updates both knowledge of the teacher's content area(s) and best teaching practice;		
(C) engages in instructional development activities to improve the quality of, or update classroom, school or district programs;		
(D) communicates, works cooperatively and develops professional relationships with colleagues.		

C. Design Processes

What is Required?

AS 14.20.149(a) requires a school board to “consider information from students, parents, community members, classroom teachers, affected bargaining units, and administrators in the design...of the district’s certificated employee evaluation system.”

What is “best practice”?

As mentioned in the Introduction to this *Handbook*, Alaskan districts are fortunate in being able to draw upon recent work around the country in professional evaluation. As districts go about reworking their current evaluation systems to meet the new state requirements, they are advised to look closely at the CREATE publication *The School Professional’s Guide to Improving Teacher Evaluation Systems*, by McKenna, Nevo, Stufflebeam and Thomas. The full text of the document is found on the CD-ROM included with this *Handbook*. Certain pertinent forms from the *Guide* are reproduced below, with permission by the authors.

The *Guide* provides a step-by-step process for examining and improving a teacher evaluation system. The process recommended includes the following steps:

1. Develop and adopt a guiding philosophy and concept of teacher evaluation
2. Provide a framework for involving all interested stakeholders in the process of examining and improving the district's teacher evaluation system
3. Carefully inventory and describe the district's current teacher evaluation practice
4. Judge the current teacher evaluation system against the Joint Committee Personnel Evaluation Standards
5. Diagnose the particular issues and problems that have to be addressed in improving the teacher evaluation system
6. Redesign the system
7. Develop and obtain support for a project to install and implement the improved teacher evaluation system⁵

⁵ McKenna, B., Nevo, D., Stufflebeam, D. and Thomas, R., *The School Professional’s Guide to Improving Teacher Evaluation Systems*, CREATE, March, 1994, p. 4

The *Guide* is designed to be used by a district team representative of all the stakeholders involved in evaluation. In identifying potential team members, the *Guide* lists all those groups identified in HB 465, but also includes district office staff and specialist personnel.

The *Guide* is intended as a companion document to the Joint Committee's Personnel Evaluation Standards. Thus, users of the *Guide* are urged “to employ the two documents in combination. Together, they provide a powerful basis for examining and redesigning teacher evaluation systems.”⁶ Forms to help districts accomplish this review are found at the end of this subsection.

What are some examples of actual school district system design processes?

No examples of actual design processes were submitted to the Department.

Where can I get more information?

Members of the Professional Evaluations Project Committee have been trained in assessing existing evaluation systems against the Standards, using the sample forms given below. Committee members can be contacted by districts for technical assistance.

The full text of the *School Professional's Guide to Improving Teacher Evaluation Systems* is on the accompanying CD-ROM. The Personnel Evaluation Standards are found in Section II as well as in leaflet format in the front pocket of this *Handbook*.

Sample forms

Sample forms have been excerpted from the *Guide*. Districts may use these forms both to document the current system and to assess how well the current system meets the Personnel Evaluation Standards.

Districts are encouraged to use these forms in the following order:

1. Document the current system, using the “Form for Documenting A Teacher Evaluation System”.
2. Using the materials collected in Step 1, answer the “Questions to Be Answered in Addressing the Personnel Evaluation Standards” on the provided form.
3. On the “Individual Standards Summary”, identify the strengths and weaknesses of the current system vis-à-vis each standard and suggest improvements.
4. Summarize the results on the “Standards Summary Form.”

The work of documenting and assessing the system can be streamlined by using teams composed of district staff and representatives from the stakeholder groups identified in statute.

⁶ Ibid., p. 6

FORM FOR DOCUMENTING A TEACHER EVALUATION SYSTEM

Document Inventory

The purpose of the Document Inventory section is to provide a record of the teacher evaluation materials found in the district. Once completed, a copy of this part of the form should be attached to materials and documents used to complete this inventory.

On the list below, check off all materials and documents found for the school district/system. Make a note of any unusual conditions found in the file.

- the school's or district's collective bargaining agreement (if one exists)
- the school or district board policies on teacher evaluation
- defined teacher duties
- documents describing the teacher evaluation system
- examples of individual teacher contracts
- examples of teacher job descriptions
- past written reviews or references to published information on the teacher evaluation system
- relevant evaluation instruments and forms
- district/school building handbooks
- other, please identify _____

1: EVALUATION SYSTEM IDENTIFICATION

1.1 School district/system name: _____

School district/system location: _____

1.2 Name/label of the teacher evaluation system to be reviewed: _____

Name(s) of person(s) completing the inventory: _____

Date of inventory completion: _____

1.3 Type of school or district covered by the teacher evaluation system (check all that apply):

- | | | |
|---|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> Private | <input type="checkbox"/> Elementary | <input type="checkbox"/> Secondary |
| <input type="checkbox"/> Public | <input type="checkbox"/> Middle | <input type="checkbox"/> Unspecified |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Jr. high | |
| <input type="checkbox"/> Upper elementary | <input type="checkbox"/> High school | |

1.4 Grade levels (between kindergarten and grade 12) covered by the teacher evaluation system:

K 1 2 3 4 5 6 7 8 9 10 11 12

1.5 Number of teachers covered by the teacher evaluation system: _____

1.6 Teachers covered:

- | | |
|--|--|
| <input type="checkbox"/> Probationary Teachers | <input type="checkbox"/> Classroom aides |
| <input type="checkbox"/> Tenured teachers | <input type="checkbox"/> Itinerant teachers |
| <input type="checkbox"/> Substitute teachers | <input type="checkbox"/> Other, please specify |

2: DEVELOPERS OF THE EVALUATION SYSTEM

2.1 What groups participated in developing the evaluation system (check all that apply)?

- Teachers
- Teachers organization
- District administrators
- School principals
- External consultants
- State education department
- Parents
- School board members
- Other, please specify

2.2 What is the involvement of the teachers' organization with the evaluation system (check all that apply)?

- None
- Collective bargaining agreement covers teacher evaluation
- Evaluation criteria are negotiated with the union
- Evaluation methods are negotiated with the union
- Evaluation instruments are negotiated with the union
- Union represents teachers in grievances about evaluation
- Unspecified
- Other, please specify

3. KEY POLICY PROVISIONS

3.1 Which of the following characterize the written policies that cover the teacher evaluation system (check all that apply)?

- No particular written policy is evident
- Covered by written school building-level policy
- Covered by written school district policy
- Covered by written state policy
- Other, please specify _____

3.2 Which of the following are addressed/specified/defined in the written policies and/or rules and regulations that govern the teacher evaluation system (check all that apply)?

- Exclusions of special categories of teachers (specify) _____
- Special provisions for probationary teachers
- Special provisions for substitute teachers
- Special provisions for itinerant teachers
- Different provisions for elementary and secondary school teachers
- Explicit teacher responsibilities/duties
- Frequency of required evaluations
- Limitations on distributing evaluation reports
- Required schedule for the evaluation steps
- Rules for storing and controlling access to evaluation information
- Clarification of who may access which evaluation reports
- The bases and procedures for removing evaluation information from the school or central files
- Explicit written safeguards for protecting the privacy of evaluatees
- Process for appealing a teacher evaluation
- Provision for submitting a written response that becomes part of the teacher's permanent file
- Required use of a board-approved evaluation form
- Requirement to identify and address conflicts of interest in individual teacher evaluations
- Requirement and provision for training evaluators
- Requirement that each teacher have an up-to-date job description
- Requirement that deficiencies requiring immediate attention be handled promptly and not postponed until the written evaluation

- Requirement that teacher performance be assessed in the light of assessments of available resources, working conditions, incentives, community expectations, and other context variables
- Requirement that evaluation system be periodically reviewed
- Other, please specify _____

4. SCHEDULE FOR EVALUATIONS

4.1 What is the usual schedule for performance evaluations for each of the following groups (please briefly describe each schedule)?

Probationary teachers:

Tenured teachers:

Substitute teachers:

Other, please specify:

5. PURPOSES OF THE EVALUATIONS

5.1 Which are the stated purposes of the teacher evaluation system (check all that apply)?

- Motivate teachers
- Encourage and assist professional growth
- Provide feedback on strengths and weaknesses of performance
- Remediate deficient teacher performance
- Recognize excellent teaching
- Reward meritorious teaching (merit pay)
- Document and reward extra service (incentive pay)
- Assist the teaching profession to police and enhance its ranks
- Understand personal role in the school
- Monitor teacher performance in order to control and coordinate teaching across classrooms
- Inform personnel decisions (promotion, tenure, merit pay, termination)
- Develop competent teachers
- Maintain teacher accountability
- Safeguard student and community interests from incompetent or harmful teaching
- Assure high quality professional service to students
- Enhance student learning
- Enhance school credibility
- Unspecified
- Other, please specify _____

5.2 Which of the following employment decisions are served by the teacher evaluation system (check all that apply)?

- Selection of interns or student teachers
- Selection of new teachers
- Selection of support personnel
- Teaching job assignment
- Specification of job responsibilities
- Licensing/certification
- Confirmation of knowledge about the profession of teaching
- Confirmation of the teacher's basic literacy and numeracy skills
- Confirmation of proficiency with instructional techniques/methods
- Confirmation of proficiency with computer technology

- Confirmation of classroom teaching competence
- Confirmation of subject matter knowledge
- Continuation
- Issuance of notice to remedy
- Remediation
- Planning staff training and development programs
- Assignments to obtain special training or other individual staff development assistance
- Awarding of study leaves and special grants
- Promotion
- Tenure
- Special recognition
- Merit pay
- Incentive financial awards
- Rulings on grievances
- Sanctions
- Termination for cause
- Reduction in force
- Reorganization of teaching
- Unspecified
- Other, please specify _____

6. RESPONSIBILITIES FOR CONDUCTING THE EVALUATION

6.1 Who is involved in evaluating teacher performance (check all that apply)?

- School principal
- Head of department within school
- Committee of teachers from the school/district
- Self-evaluation by the teacher
- Team of administrators from the district
- District administrator or evaluator from outside the school
- Teachers from other districts
- Master teacher
- Groups of teachers from the teacher's school
- State inspector or evaluator
- School board
- Students
- Parents
- Unspecified
- Other, please specify _____

6.2 Who has the most important role in evaluating teacher performance (check all that apply)?

- School principal
- Head of department within school
- Committee of teachers from the school/district
- Self-evaluation by the teacher
- Team of administrators from the district
- District administrator or evaluator from outside the school
- Teachers from other districts
- Master teacher
- Groups of teachers from the teacher's school
- State inspector or evaluator
- School board
- Students

- Parents
- Unspecified
- Other, please specify _____

6.3 What expertise and qualifications are explicitly required of the persons who evaluate teacher performance?

- No special qualifications
- Experience as a teacher
- Training in administration
- Experience in administration
- Training in instructional techniques and methods
- Training in educational psychology
- Training in personnel appraisal
- Knowledge of teaching subject matter
- Proficiency in particular evaluation methods, please specify _____
- Knowledge of pedagogy
- Specialized knowledge of classroom management techniques
- Specialized knowledge of instructional technique
- Specialized knowledge of test construction methods
- Specialized knowledge of classroom grading methods
- Specialized knowledge of parent involvement techniques
- Sensitivity to possibilities and risks of linking student learning to teacher performance
- Knowledge of collegial relationships
- Sensitivity to and concern for equity
- Knowledge of the principles and procedures of individual professional development
- Sensitivity to the influences of the work environment on teaching performance
- Unspecified
- Other, please specify _____

7: EVALUATION VARIABLES

7.1 What, if any, major categories of entry level teacher qualifications are included in the teacher evaluation system?

- Character traits
- Morality
- Attitudes
- Law abiding
- General ability
- Reading skills
- Writing skills
- Mathematics skills
- Speaking skills
- Listening skills
- General knowledge
- Knowledge of field of special competence
- Knowledge of pervasive curriculum subjects
- Knowledge of the profession of teaching
- General pedagogy
- Designing lessons
- Subject matter specific pedagogy
- Ability to generalize and particularize
- Ability to impart knowledge
- Involvement in professional association activities

- Involvement in professional activities
- Scholarship (knowledge of the professional literature)
- Caring attitudes toward students
- Organizational ability (tasking, scheduling, assigning and communicating work plans)
- Classroom management skills
- Command of instructional techniques
- Orientation to service students with special needs
- Concern for equity
- Realistic recognition of one's limitations and strengths
- Commitment to equality of educational opportunity
- Proficiency in evaluating student performance
- Proficiency in evaluating classroom activities
- Physical and emotional stamina to withstand the strains of teaching
- persistence in sustaining trial and error efforts to solve problems
- Orientation to serve student needs even if rules need to be bent or broken
- Awareness and constructive approach to the avoidance of stress and "burn out"
- Other, please specify _____

7.2 Which of the following teacher performance criteria are included in the teacher evaluation system?

- Ethical conduct
- Equitable treatment of students and colleagues
- Professional attitude and performance
- Knowledge of teaching responsibility
- Knowledge of school in its context
- Scholarship (reads the professional literature)
- Rapport with students
- Motivation of students
- Diagnosis of and response to student needs
- Planning and organization of instruction
- Supervision of classroom aides
- Structuring the work of substitute teachers
- Involving parents in the education of their children
- Classroom management and discipline
- Knowledge of field of special competence
- Knowledge of pervasive curriculum subjects
- Playground management and discipline
- Enforcement of school rules
- Effectiveness in communicating course content
- Command of instructional technology
- Demonstrated impact on student achievement
- Course development and/or improvement
- Course evaluation
- Student test scores
- Other student performance
- Assistance to students with special needs
- Individualized assistance to students
- Promotion and modeling of equity
- Evaluation of student performance
- Test construction
- Testing
- Grading
- Reporting student progress
- Evaluation and improvement of classroom activities
- Personal behavior

- Observed strengths
- Observed weaknesses
- Physical and emotional stamina to withstand the strains of teaching
- Compliance with school rules and regulations
- Professional development activities
- Student judgments of instruction
- Cooperation with other school personnel
- Global assessment of teaching performance
- Other, please specify _____

7.3 What, if any, work environment variables are assessed and considered in evaluating teacher performance?

- Availability of appropriate instructional facilities (e.g., photocopy, AV, accessible library)
- Availability of appropriate instructional materials
- A safe and drug-free school environment
- Adequate air conditioning and heating
- School climate (cooperative atmosphere, orientation to learning, concern for equity)
- Supportive competent school leadership
- Adequacy and appropriateness of incentives for excellent teaching
- Community expectations
- School's balanced consideration of athletics
- Family support of student learning
- School's commitment to academic achievement
- Students' characteristics, including SES, aptitude, English proficiency, etc.
- Availability of pedagogical guidance and advice
- Adequacy and appropriateness of school rules
- Influence of teacher union or other association
- Other, please specify _____

8. MEASUREMENT OF PERFORMANCE

8.1 Which, if any, of the following tools and techniques are used to assess teacher qualifications?

- Basic skills test
- General knowledge test
- Knowledge of course content test
- Pedagogy test
- Review of credentials
- Portfolio of teacher's work
- Videotape of instruction
- Personality test
- Job interview
- Interviews with references
- Assessment center
- Simulation exercises
- Teaching during a trial or probationary period
- Teaching certificate
- Continuing Education Units
- Other, please specify _____

8.2 Which of the following tools and techniques are used to assess teacher performance?

- Principal ratings
- Student questionnaires

- Informal observation
- Videotape of instruction
- Videotape of student performance
- Portfolio of teacher performance
- Portfolio of student performance
- Classroom observation form
- Interviewing the teacher
- Peer observation and coaching
- Student test scores
- Parent ratings
- Other, please specify _____

8.3 Which of the following rating categories are used to classify teacher performance (check all that apply)?

- Poor
- Fair
- Satisfactory
- Good
- Excellent
- Superior
- Improvement needed
- Other, please specify _____

8.4 Which of the following classroom observation practices are used in the teacher evaluation system (check all that apply)?

- Always scheduled in advance
- Always unannounced
- Not scheduled in advance
- Sometimes scheduled in advance
- No observations conducted

9. EVALUATION REPORTS AND FEEDBACK

9.1 Which, if any, of the following contents are typically included in the evaluation reports (check all that apply)?

- List of ratings for various criteria
- Conference summary
- Rating of overall effectiveness
- Narrative assessment of overall effectiveness
- List of strengths
- List of weaknesses
- Recommendations for improvement
- Timetable for improvement
- Recommendation on employment status (e.g., continued probation, termination, tenure)
- Description of data on which the evaluation is based
- Description of the data collection procedures
- Other, please specify _____

9.2 Which, if any, of the following steps are included in the evaluation system's reporting process (check all that apply)?

- Evaluatees may review the raw data
- Evaluator and teacher jointly review the draft report
- Evaluatee receives final written evaluation report
- Evaluatee receives a verbal explanation of the written evaluation report
- Other, please specify _____

9.3 Which, if any, of the following does the evaluation system provide for attesting the soundness of evaluation reports?

- There is an appeal process for evaluations
- Teacher may signify agreement or disagreement with the report
- Teacher must signify only to having seen the evaluation report
- Teacher signs all copies of the evaluation report
- Teacher may attach a written response to the evaluation that becomes a part of the permanent file
- Other, please specify _____

9.4 Which, if any, of the following apply to the evaluation system's provisions for distributing evaluation reports (check all that apply)?

- A copy of the report is sent to the superintendent's office
- A copy of the report is provided to the teacher
- A copy of the report is placed in the school principal's file
- Filed reports may be accessed by the teacher
- Filed reports may be accessed by all of the teacher's administrators
- The teacher sees all copies/versions of the evaluation report
- Filed reports may be accessed by school board members
- Other, please specify _____

9.5 Which, if any, of the following are included in the evaluation system's postobservation review conferences (check all that apply)?

- Review satisfactory ratings
- Review unsatisfactory ratings
- Give specific suggestions

- Specify dates for improving deficiencies
- Schedule a future observation
- Have teacher acknowledge the conference feedback in writing
- Provide opportunity for teacher to append a written response
- Other, please specify _____

10. USE OF EVALUATION FINDINGS

How is the evaluation used concerning individual teachers (check all that apply)?

- Teacher is engaged in both a preobservation and postobservation review conference
- Teacher is engaged only in a postobservation review conference
- Teacher is engaged only in a preobservation conference
- School provides guidance for improvements
- Teacher has the opportunity to design a plan for personal development following evaluation
- Principal observes/reports implementation of improvements
- Other, please specify _____

10.2 How are the evaluations used concerning groups of teachers (check all that apply)?

- Not at all
- Develop district policy
- Improve supervision
- Design inservice education
- Improve selection procedures
- Change curriculum
- Change budget allocations
- Other, please specify _____

10.3 How does the school or school district remediate/eliminate deficient performance (check all that apply)?

- Counseling
- Professional development activities
- Specific directives/suggestions
- Deadlines for improving deficient ratings
- Extension of the probationary period
- Termination if remediation efforts fail
- Unspecified
- Other, please specify _____

11. MONITORING THE EVALUATION SYSTEM–META-EVALUATION

11.1 Which, if any, of the following provisions does the district/school employ for evaluating and improving the evaluation system?

- Adherence to the Joint Committee Personnel Evaluation Standards
- Adherence to the APA Standards for Educational and Psychological Tests
- Adherence to the Equal Employment Opportunity Commission Guidelines
- Provision for periodic formal reviews and updating of the evaluation purposes and procedures
- Annual reviews of the evaluation system
- Occasional, unscheduled review of the system
- Reviews if and when the system is challenged
- External reviews
- Reliability and validity of the measurement tools have been tested

- Input from evaluatees is regularly obtained and reviewed
- System is periodically revised
- System instruments are periodically reviewed and updated
- Other, please specify _____

12. SPECIAL PROVISIONS

12.1 Which, if any, of the following groups in the school or school district are explicitly excluded from the evaluation system reviewed above?

- Tenured teachers
- Probationary teachers
- Art teachers
- Music teachers
- Physical education teachers
- Substitute teachers
- Special education teachers
- Classroom aides
- Unspecified
- Special support personnel
- Other, please specify _____

13. EVALUATION MODELS

13.1 Which, if any, of the following teacher evaluation models or approaches provides the theoretical or logical basis for the teacher evaluation system (check all that apply)?

(INSTRUCTIONAL IMPROVEMENT ORIENTED MODELS/APPROACHES)

- Madeline Hunter's Instructional Theory Into Practice (ITIP)
- Richard Manatt's "Clinical Supervision" model
- Edward Iwanicki's Professional Growth Oriented model
- Thomas McGreal's Eclectic Professional Development Approach
- Flanders' Classroom Interaction Model
- EPIC Classroom Interaction Model (with videotape feedback)
- Assessment Center approach
- Micro-teaching
- Deming--team joint problem-solving approach
- Other, please specify _____

(PROFESSIONAL ACCOUNTABILITY-DRIVEN MODELS/APPROACHES)

- Teacher self-evaluation, a la Tom Good
- Higher education-type portfolio evaluations
- Toledo Peer Evaluation Model
- Peer evaluation (not necessarily patterned after the Toledo model)
- Resume updates and reviews
- Professional specialty boards, e.g., National Board for Professional Teaching Standards
- Other, please specify _____

(ADMINISTRATIVE CONTROL-ORIENTED MODELS/APPROACHES)

- Unstructured classroom observation by principal
- Structured classroom observation by principal
- Interview/discussion by principal/supervisor or evaluation team

- Job description-based performance review by principal/supervisor
- Management by Objectives planning and review by principal and teacher
- Fitness reports by principal/supervisor, e.g., the military procedure
- Other, please specify

(COLLABORATIVE MODELS/APPROACHES)

- Anthony Shinkfield's Joint evaluation by principal and peer teachers
- Other, please specify

(RESEARCH-BASED MODELS/APPROACHES)

- Correlational research-based, structured observation of teacher performance by trained observers
- Medley, Coker, and Soar--measurement-based teacher evaluation
- Competency tests
- Other, please specify

(CONSUMER-ORIENTED/COMMUNITY ACCOUNTABILITY MODELS/APPROACHES)

- Scriven's Duties-Based Evaluation
- Parent assessments
- Student ratings of instruction
- Student test scores
- Student test scores corrected for student characteristics
- Student work products
- On-site teacher evaluation by governmental department of education inspectors
- Team visits, managed by state, school district, or other authority
- Other, please specify

(MERIT PAY MODELS/APPROACHES)

- Merit increments only, decided by principal/supervisor
- Merit increments only, decided by peers
- Merit "bonuses," decided by principal/supervisor
- Merit "bonuses," decided by peers
- State-administered Tennessee-type career ladder evaluation approach
- School/district-administered Tennessee-type career ladder evaluation
- Merit school approach (no assessment of individual teachers)
- Other, please specify

(UNSPECIFIED)

- Not clear that any theoretical approach guides the evaluations

QUESTIONS TO BE ANSWERED IN ADDRESSING
THE PERSONNEL EVALUATION STANDARDS

This series of forms is provided for more efficient application of the Personnel Evaluation Standards. The forms pose questions intended to lead the improvement team to document the degree to which the teacher evaluation system meets individual standards based on the team's response to questions listed under each of the 21 Standard statements. Evidence found in PRINT and PRACTICE should be used to answer these questions.

STANDARD P-1: SERVICE ORIENTATION

P-1: Evaluations of educators should promote sound education principles, fulfillment of institutional missions, and effective performance of job responsibilities, so that educational needs of students, community, and society are met.

(ANSWER "YES" OR "NO" FOR EACH HEADING)

Questions about your evaluation system relative to the standard.	Evidence Found in PRINT	Evidence Found in PRACTICE
1. Are there provisions for all teachers to be evaluated?		
2. Are there provisions for making employment decisions based on evaluation results (e.g., promotion, tenure, remediation, notice to remedy, termination, etc.)?		
3. Are there provisions for rewarding outstanding teaching?		
4. Are there provisions for evaluating teachers based on differences related to subject, grade level, professional certification, and status in the system, such as probationary, tenure, continuing status?		
5. Are there provisions for evaluating how the teacher promotes equitable service to students?		
6. Are there provisions for using teacher evaluation results as a basis for designing and implementing specific inservice programs for individual teachers?		
7. Are there provisions for both remediation of deficient performance and step-by-step termination?		
8. Are there provisions for determining whether teachers keep current in their teaching field or other service area?		
9. Do teacher performance criteria include measures of impact on student learning?		
10. Do performance criteria include the overall needs of the students and priorities of the community?		

STANDARD P-2: FORMAL EVALUATION GUIDELINES

P-2 Guidelines for personnel evaluations should be reported in statements of policy, negotiated agreements, and/or personnel evaluation manuals, so that evaluations are consistent, equitable, and in accordance with pertinent laws and ethical codes.

(ANSWER "YES" OR "NO" FOR EACH HEADING)

Questions about your evaluation system relative to the standard.	Evidence Found in PRINT	Evidence Found in PRACTICE
1. Are there guidelines for implementing the evaluation procedures contained in policies, negotiated agreements, and/or personnel evaluation manuals?		
2. Are the evaluation criteria limited to important job-related issues?		
3. Are both guidelines for implementation of evaluation policy and evaluation criteria clear, specific, and understandable?		
4. Are there provisions in policies, negotiated agreements, and/or evaluation manuals for appropriate emphasis (weights) to be assigned each evaluation criterion before it is applied?		
5. Are there provisions to assure that local, state, and federal requirements--such as state tenure laws, teacher certification laws, equity laws, and other guidelines--are adhered to in employment decisions?		
6. Are there provisions for explaining the evaluation system and its application to all evaluatees annually and at times in between when changes occur?		
7. Are there provisions for implementing remediation plans in progressive stages?		
8. Are there clear and precise statements that define types of evaluation findings likely to lead to termination?		
9. Are there provisions for changing formal evaluation guidelines when evaluation practices are changed, when guidelines are in conflict with laws, or when role definitions change?		
10. Are there guidelines governing both the frequency of evaluations and a time line for implementing evaluation stages?		

STANDARD P-3: CONFLICT OF INTEREST

P-3: Conflicts of interest should be identified and dealt with openly and honestly, so that they do not compromise the evaluation process and results.

(ANSWER "YES" OR "NO" FOR EACH HEADING)

Questions about your evaluation system relative to the standard.	Evidence Found in PRINT	Evidence Found in PRACTICE
1. Are there provisions for cooperation among the district governing board, administrators, teachers, and other stakeholder groups in designing the evaluation system?		
2. Are there provisions for identifying and documenting common sources of conflicts of interest in the evaluation system and its application?		
3. Are there provisions for controlling conflicts of interest as part of the selection of personnel who will conduct evaluations?		
4. Are there provisions for use of clear criteria and objective evidence where indicated as a basis for evaluation?		
5. Are there provisions for involvement of the evaluatee in the review of the process and resulting evidence before finalizing the evaluation report?		
6. Are there provisions that clearly designate which evaluation findings may be used in the event of appeal?		
7. Does the evaluation system provide for the use of multiple sources of information, such as self-evaluation, evaluation by students, evaluation by peers, observation, portfolios, etc.?		
8. Are there provisions for designating an alternate evaluator or evaluators if an unresolvable conflict exists?		
9. Are there provisions for reaching agreement between the evaluator and the evaluatee on the criteria to be used in assessing performance and the conditions under which the evaluation is to take place?		

STANDARD P-4: ACCESS TO PERSONNEL EVALUATION REPORTS

P-4: Access to reports of personnel evaluation should be limited to individuals with a legitimate need to review and use the reports, so that appropriate use of the information is assured.

(ANSWER "YES" OR "NO" FOR EACH HEADING)

Questions about your evaluation system relative to the standard.	Evidence Found in PRINT	Evidence Found in PRACTICE
1. Are there provisions for secure storage of evaluation information collected prior to final reports?		
2. Are there provisions for identifying who shall have access to evaluation reports and when and why they shall have access?		
3. Are there provisions for the basis and procedures for removing evaluation information from the school or central files?		
4. Are there provisions for deleting and adding to personnel evaluation reports?		
5. Are there provisions for secure storage of both manual and electronic evaluation reports and other related records?		
6. Are there provisions specifying who will receive copies of the report?		
7. Are there provisions for the evaluatee to receive a signed copy of the final evaluation report, including any appendices?		
8. Are there provisions for discussing all information with the evaluatee before it is placed in the official personnel file?		
9. Are there provisions for limiting access to reports to those who must make or defend decisions based on them and to those designated in writing by the employee?		
10. Is training in release and retrieval of evaluation information provided for those who have access to and use records in personnel files?		

STANDARD P-5: INTERACTION WITH EVALUATEES

P-5: The evaluation should address evaluatees in a professional, considerate, and courteous manner, so that their self-esteem, motivation, professional reputations, performance, and attitude toward personnel evaluation are enhanced or, at least, not needlessly damaged.

(ANSWER "YES" OR "NO" FOR EACH HEADING)

Questions about your evaluation system relative to the standard.	Evidence Found in PRINT	Evidence Found in PRACTICE
1. Are there timetables that guide evaluation stages?		
2. Are there provisions for setting specific evaluation timetable dates in cooperation with evaluatees?		
3. Are there provisions for setting and conforming to stated performance goals and objectives that are mutually agreed on by the evaluator and the evaluatee?		
4. Are there provisions for immediate assistance or intervention when performance deficiencies require such response?		
5. Are there provisions for encouraging and assisting professional growth?		
6. Are there provisions for providing review and feedback on strengths and weaknesses of performance in private uninterrupted sessions?		
7. Are there provisions for an appeal process for evaluations?		
8. Are there provisions for evaluatees to signify agreement or disagreement with the evaluation report and append written response?		
9. Are there provisions for evaluatees to receive a copy of the final evaluation report?		
10. Are there provisions for requiring evaluators to receive training in human interaction?		

STANDARD U-1: CONSTRUCTIVE ORIENTATION

U-1: Evaluations should be constructive, so that they help institutions to develop human resources and encourage and assist those evaluated to provide excellent service.

(ANSWER "YES" OR "NO" FOR EACH HEADING)

Questions about your evaluation system relative to the standard.	Evidence Found in PRINT	Evidence Found in PRACTICE
1. Are there provisions for the district governing board to formally adopt the teacher evaluation system?		
2. Are there provisions for representation of all stakeholders in defining performance standards?		
3. Are there provisions for representation of all stakeholders in defining respective roles in evaluating teachers, e.g., principals, peers, students, evaluatees, others?		
4. Are there provisions for communicating to all stakeholders the importance of teacher evaluation for professional development and the achievement of organizational goals?		
5. Are there provisions for beginning evaluation conferences with positive communication, e.g., performance strengths?		
6. Are there provisions for emphasizing support for the teacher as a professional (e.g., funds for additional training and additional coursework, released time for collaboration with colleagues or consultants)?		
7. Are there provisions for identifying performance areas that require reinforcement and/or improvement?		
8. Are there provisions for specific written directives and recommendations for remediation of deficient performance?		
9. Are there provisions for providing resources for improving performance (e.g., assistance from master teachers, instructional leaders, and/or funds for materials)?		
10. Are there provisions for encouraging and assisting teachers in assessing and improving their own performance?		

STANDARD U-2: DEFINED USES

U-2: The users and the intended uses of a personnel evaluation should be identified, so that the evaluation can address appropriate questions.

(ANSWER "YES" OR "NO" FOR EACH HEADING)

Questions about your evaluation system relative to the standard.	Evidence Found in PRINT	Evidence Found in PRACTICE
1. Are there provisions for identifying and informing all potential audiences of the content and availability of evaluation reports?		
2. Are there provisions for evaluatees to learn of the intended audiences of evaluation reports and results?		
3. Are there provisions for constructing evaluation inquiries that are relevant to information needs and proposed uses?		
4. Are there provisions for limiting audiences to, and uses for, evaluation reports to those mutually agreed on prior to the evaluation cycle?		

STANDARD U-3: EVALUATOR CREDIBILITY

U-3: The evaluation system should be managed and executed by persons with the necessary qualification, skills, and authority. And evaluators should conduct themselves professionally, so that evaluation reports are respected and used.

(ANSWER “YES” OR “NO” FOR EACH HEADING)

Questions about your evaluation system relative to the standard.	Evidence Found in PRINT	Evidence Found in PRACTICE
1. Are there provisions for requiring evaluators to be knowledgeable about each of the following: a variety of sound teaching techniques, the principles of learning psychology, and the implications of human growth and development for effective teaching?		
2. Are there provisions for training district governing board members, administrators, faculty, and evaluation specialists for maximum effectiveness in their evaluation roles?		
3. Are there provisions requiring those who serve as evaluators to become knowledgeable in principles of sound personnel evaluation, performance appraisal techniques, methods of motivating faculties, conflict management, and the law as it applies to evaluation of educational personnel?		
4. Are there provisions for establishing the authority and responsibilities of evaluators?		
5. Are there provisions for more than one evaluator to be involved in gathering information about an individual teacher?		
6. Are there provisions for adding resources to assist in information collection and analysis when the tasks exceed the professional competence of evaluators?		
7. Are there provisions for maintaining the same evaluator(s) throughout any single evaluation?		
8. Are there provisions for the preparation and use of a relevant agenda (shared in advance with the evaluatee) during feedback sessions?		

STANDARD U-4: FUNCTIONAL REPORTING

U-4: Reports should be clear timely, accurate, and germane, so that they are of practical value to the evaluatee and other appropriate audiences.

(ANSWER "YES" OR "NO" FOR EACH HEADING)

Questions about your evaluation system relative to the standard.	Evidence Found in PRINT	Evidence Found in PRACTICE
1. Are there provisions requiring that multiple criteria be used in evaluating teaching performance?		
2. Are there provisions for requiring a rating of overall effectiveness of teaching performance?		
3. Are there provisions for a timetable for professional growth?		
4. Are there provisions for including evaluation information in recommendations determining employment status (i.e., continued probation, termination, tenure, or continued service)?		
5. Are there provisions for initiating evaluations early enough in the school year to allow time for interim reporting?		
6. Are there provisions for addressing only identified and agreed-on professional responsibilities in the evaluation report?		
7. Are there provisions for prompt written reports to be given to the evaluatee by evaluators following formal observation of an evaluatee?		

STANDARD U-5: FOLLOW-UP AND IMPACT

U-5: Evaluations should be followed up, so that users and evaluatees are aided to understand the results and appropriate actions.

(ANSWER "YES" OR "NO" FOR EACH HEADING)

Questions about your evaluation system relative to the standard.	Evidence Found in PRINT	Evidence Found in PRACTICE
1. Are there provisions for reviewing performance strengths and weak- nesses with the evaluatee and soliciting suggestions for improvement?		
2. Are there provisions for assisting in improving identified performance weaknesses and establishing a plan for improvement?		
3. Are there provisions for holding follow-up conferences between the evaluatee and appropriate resource personnel when such conferences are necessary?		
4. Are there provisions for flexibility in planning, with evaluatee input, for professional growth to reinforce strengths and overcome identified weaknesses?		
5. Are there provisions to assist the evaluatee with resources, released time, and/or other action to assure that the professional growth plan will succeed?		
6. Are there provisions for non-reemployment notices to be given by a specified appropriate date?		
7. Are there provisions for scheduling the next evaluation or evaluation stage during the follow-up conference?		
8. Are there provisions for making and keeping written records of follow-up conferences, progress toward agreed-on goals and objectives, and results?		
9. Are there provisions to ensure realistic implementation of both remediation and professional growth plans?		
10. Are there provisions for follow-up conferences to be held with the evaluatee within a reasonable time following each observation?		
11. Are there provisions for the evaluatee to acknowledge or respond in writing to conference feedback?		
12. Are there provisions for using evaluation results as an information source in planning curriculum change, designing inservice education, allocating budget funds, developing district policy, and improving supervision?		

STANDARD F-1: PRACTICAL PROCEDURES

F-1: Personnel evaluation procedures should be planned and conducted so that they produce needed information while minimizing disruption and cost.

(ANSWER "YES" OR "NO" FOR EACH HEADING)

Questions about your evaluation system relative to the standard.	Evidence Found in PRINT	Evidence Found in PRACTICE
1. Are there provisions that information collection will be determined, modified, and applied with minimum disruption?		
2. Are there provisions for identifying needs, available resources, and policy requirements in designing, selecting, and improving information collection procedures?		
3. Are there provisions for avoiding or eliminating the duplication of evaluation information that already exists?		
4. Are there provisions for periodic orientation sessions to help educators understand the purposes and processes of the evaluation system?		
5. Are there provisions for encouraging teachers and other stakeholders to suggest ways by which evaluation procedures can be made more useful?		
6. Are there provisions for limiting the collection of evaluation information to that which is relevant to the position and the purposes of the evaluation?		

STANDARD F-2: POLITICAL VIABILITY

F-2: The personnel evaluation system should be developed and monitored collaboratively, so that all concerned parties are constructively involved in making the system work.

(ANSWER "YES" OR "NO" FOR EACH HEADING)

Questions about your evaluation system relative to the standard.	Evidence Found in PRINT	Evidence Found in PRACTICE
1. Are there provisions requiring that policies established by the district governing board become final authority in determining evaluation matters?		
2. Are there provisions for a continuing and representative improvement team to periodically develop, revise, and propose evaluation policy?		
3. Are there provisions for promptly and effectively addressing problems in the personnel evaluation system?		
4. Are there provisions for informing teachers and other stakeholders of the evaluators' responsibilities?		
5. Are there provisions for arriving at mutual agreement between the policy board and school staff on evaluation policy and procedures?		
6. Are there provisions for informing stakeholders of agreed-on evaluation policy and procedures (e.g., through newsletters, open meetings, board minutes, etc.)?		

STANDARD F-3: FISCAL VIABILITY

F-3: Fiscal Viability: Adequate time and resources should be provided for personnel activities, so that evaluation plans can be effectively and efficiently implemented.

(ANSWER "YES" OR "NO" FOR EACH HEADING)

Questions about your evaluation system relative to the standard.	Evidence Found in PRINT	Evidence Found in PRACTICE
1. Are there provisions for sufficient allocations of resources to meet the defined purposes, procedures, and uses of results?		
2. Are there provisions for a minimum of procedures and time to be expended in obtaining the needed information?		
3. Are there provisions for allocation of staff time and frequency of evaluations based on reasonable estimates of the time required to conduct each type of evaluation?		
4. Are there provisions for funds to carry out the procedures mandated?		
5. Are there provisions for monitoring the efficiency and effectiveness of the system (evaluation of the evaluation)?		
6. Are there provisions for a continuous search for new ideas that will result in achieving and maintaining the highest possible cost effectiveness of the evaluation system?		

STANDARD A-1: DEFINED ROLE

A-1: The role, responsibilities, performance objectives, and needed qualifications of the evaluatee should be clearly defined, so that the evaluator can determine valid assessment data.

(ANSWER "YES" OR "NO" FOR EACH HEADING)

Questions about your evaluation system relative to the standard.	Evidence Found in PRINT	Evidence Found in PRACTICE
1. Are there provisions for position descriptions that clearly delineate educational assignment (e.g., grade level, subject area, special program areas, etc.)?		
2. Are there provisions for evaluating important responsibilities that are other than instructional (i.e., work habits, cooperation with colleagues, and so forth)?		
3. Are there provisions for evaluating entrance qualifications for special fields of expertise or teaching areas when the teaching area is changed?		
4. Are there provisions for internal notification (within the school) and external communication (within the district) of both performance criteria and the level of performance acceptable in the school district?		
5. Are there provisions for periodic reviewing and updating of performance criteria and job descriptions?		
6. Are there provisions that require proficiency of evaluatees in assessing, recording, and reporting student performance?		
7. Are there provisions for determining the level of evaluatees' involvement in professional association activities?		
8. Are there provisions for assessing teachers' knowledge of other curriculum areas that are relevant to their teaching assignment?		
9. Are there provisions for assessing teachers' understanding of the specific contribution to be made to the overall curriculum by their particular assigned teaching position?		
10. Are there provisions for assessing whether or not students receive fair treatment by teachers?		
11. Are there provisions for investigating and resolving conflicting or inaccurate provisions within position descriptions?		

STANDARD A-2: WORK ENVIRONMENT

A-2: The context in which the evaluatee works should be identified, described, and recorded, so that environmental influences and constraints on performance can be considered in the evaluation.

(ANSWER "YES" OR "NO" FOR EACH HEADING)

Questions about your evaluation system relative to the standard.	Evidence Found in PRINT	Evidence Found in PRACTICE
1. Are there provisions for considering and recording the availability and appropriateness of instructional facilities and materials (e.g., photocopiers, AV equipment, accessible library, texts, and other instructional media and materials)?		
2. Are there provisions for considering and recording the condition of the building, room, or other facility in which the performance is being assessed?		
3. Are there provisions for considering and recording availability of professional, paraprofessional, and secretarial support services to the teacher?		
4. Are there provisions for considering and recording student characteristics as they affect teacher performance?		
5. Are there provisions for considering the adequacy and appropriateness of school rules and regulations as they affect teacher performance?		
6. Are there provisions for considering in the evaluation the number of students the teacher must work with during the day?		

STANDARD A-3: DOCUMENTATION OF PROCEDURES

A-3: The evaluation procedures actually followed should be documented, so that the evaluatee and other users can assess the actual, in relation to intended, procedures.

(ANSWER "YES" OR "NO" FOR EACH HEADING)

Questions about your evaluation system relative to the standard.	Evidence Found in PRINT	Evidence Found in PRACTICE
1. Are there provisions for the use of a district-governing-board-approved evaluation procedure?		
2. Are there provisions for the use of district-governing-board-approved evaluation forms?		
3. Are there provisions for recording performance ratings based on established criteria?		
4. Are there provisions for keeping written records of conferences with individual evaluatees associated with performance evaluation?		
5. Are there provisions for including all sources of evaluation data in evaluation reports?		
6. Are there provisions for informing evaluatees in writing of the established procedures?		

STANDARD A-4: VALID MEASUREMENT

A-4: The measurement procedures should be chosen or developed and implemented on the basis of the described role and the intended use, so that the inferences concerning the evaluatee are valid and accurate.

(ANSWER "YES" OR "NO" FOR EACH HEADING)

Questions about your evaluation system relative to the standard.	Evidence Found in PRINT	Evidence Found in PRACTICE
1. Are there provisions for collecting evaluation information from a variety of sources?		
2. Are there provisions for ensuring that sources of evaluation information used conform with evaluation system guidelines?		
3. Are there provisions for evaluating performance against clear descriptions of performance criteria?		
4. Are there provisions for involving stakeholders in determining the appropriateness of purposes, criteria, processes, and instruments used in evaluation?		
5. Are there provisions assuring that agreed-on sequences will be carried out in the evaluation process?		
6. Are there provisions for limiting evaluation to assessing agreed-upon performance criteria?		
7. Are there provisions for clearly and precisely describing data on which evaluation is based?		
8. Are there provisions for assuring that the instruments and processes accurately evaluate the intended system purposes and criteria?		

STANDARD A-5: RELIABLE MEASUREMENT

A-5: Measurement procedures should be chosen or developed to assure reliability, so that the information obtained will provide consistent indications of the performance of the evaluatee.

(ANSWER "YES" OR "NO" FOR EACH HEADING)

Questions about your evaluation system relative to the standard.	Evidence Found in PRINT	Evidence Found in PRACTICE
1. Are there provisions for training observers to apply evaluation criteria consistently and objectively?		
2. Are there provisions for training of evaluators in the intended use of procedures and instruments?		
3. Are there provisions for testing the consistency of procedures across evaluators and making changes indicated by the findings?		
4. Are there provisions for ensuring consistency of instruments throughout the district?		
5. Are there provisions for pilot testing changes in procedures and instruments before full implementation to assure their consistency?		

STANDARD A-6: SYSTEMATIC DATA CONTROL

A-6: The information used in the evaluation should be kept secure, and should be carefully processed and maintained, so as to ensure that the data maintained and analyzed are the same as the data collected.

(ANSWER "YES" OR "NO" FOR EACH HEADING)

Questions about your evaluation system relative to the standard.	Evidence Found in PRINT	Evidence Found in PRACTICE
1. Are there provisions for training those who handle and process evaluation information to perform their tasks with appropriate care and discretion?		
2. Are there provisions requiring that a sign-out procedure be followed when removing files from storage?		
3. Are there provisions for identifying person/position and reason for addition to or removal of materials from personnel evaluation files?		
4. Are there provisions for maintaining backup files in a secure location?		
5. Are there provisions for requiring evaluation documents to be labeled ORIGINAL or COPY?		
6. Are there provisions for developing and maintaining an appropriate filing system, so that information can be easily and accurately retrieved when needed?		
7. Are there provisions to ensure that files removed from storage locations will be returned in their original form?		
8. Are there provisions for informing evaluatees of the distribution (to whom, when, and why) of evaluation reports?		

STANDARD A-7: BIAS CONTROL

A-7: The evaluation process should provide safeguards against bias, so that the evaluatee's qualifications or performance are assessed fairly.

(ANSWER "YES" OR "NO" FOR EACH HEADING)

Questions about your evaluation system relative to the standard.	Evidence Found in PRINT	Evidence Found in PRACTICE
1. Are there provisions for prompt third party reviews of appeals?		
2. Are there provisions for monitoring the evaluation process so it will not focus on aspects of performance or personal activities irrelevant to identified roles?		
3. Are there provisions for reporting relevant information even if it conflicts with the general conclusions or recommendations?		
4. Are there provisions for the evaluator and teacher to jointly review the draft evaluation report?		
5. Are there provisions for having written feedback from the teacher regarding the teacher/evaluator conference?		

STANDARD A-8: MONITORING EVALUATION SYSTEMS

A-8: The personnel evaluation system should be reviewed periodically and systematically, so that appropriate revisions can be made.

(ANSWER "YES" OR "NO" FOR EACH HEADING)

Questions about your evaluation system relative to the standard.	Evidence Found in PRINT	Evidence Found in PRACTICE
1. Are there provisions for determining the positive effects of teacher evaluation on the results of schooling?		
2. Are there provisions for budgeting sufficient resources and personnel for periodic review of the evaluation system?		
3. Are there provisions for reviewing policies and procedures of evaluation to determine if they are still appropriate and effective?		
4. Are there provisions for comparing evaluation plans to actual practice?		
5. Are there provisions for periodically surveying staff to obtain critiques and recommendations related to evaluation policies and procedures?		

INDIVIDUAL STANDARD SUMMARY

Standard: _____ Standard Title: _____

STRENGTHS	WEAKNESSES	IMPROVEMENT RECOMMENDATIONS

JUDGMENT CHECKLIST: The Standard is:

- _____ met
- _____ partially met
- _____ not met
- _____ not applicable
- _____ insufficient information

STANDARDS SUMMARY

STANDARDS	STRENGTHS	WEAKNESSES	JUDGMENT	RECOMMENDATIONS
P-1 SERVICE ORIENTATION				
P-2 FORMAL EVALUATION GUIDELINES				
P-3 CONFLICT OF INTEREST				
P-4 ACCESS TO PERSONNEL EVALUATIONS				
P-5 INTERACTIONS WITH EVALUATEES				
U-1 CONSTRUCTIVE ORIENTATION				
U-2 DEFINED USES				
U-3 EVALUATOR CREDIBILITY				
U-4 FUNCTIONAL REPORTING				
U-5 FOLLOW-UP AND IMPACT				

F-1 PRACTICAL PROCEDURES				
F-2 POLITICAL VIABILITY				
F-3 FISCAL VIABILITY				
A-1 DEFINED ROLE				
A-2 WORK ENVIRONMENT				
A-3 DOCUMENTATION OF PROCEDURES				
A-4 VALID MEASUREMENT				
A-5 RELIABLE MEASUREMENT				
A-6 SYSTEMATIC DATA CONTROL				
A-7 BIAS CONTROL				
A-8 MONITORING EVALUATION SYSTEMS				

D. Teacher Evaluation Processes and Data Sources

In designing an evaluation system, districts will want to address local issues as well as meet the requirements of AS14.20.149. For most districts, a functioning evaluation system will have formative as well as summative uses.

Stufflebeam, Director of the Evaluation Center at Western Michigan University, distinguishes these two uses:

Formative evaluation: An evaluation conducted during an enterprise (course, program, project, service, etc.) designed to provide the educator(s) with:

- ongoing assessments of student needs, education plans and operations, and achievement trends
- interim assessments of the merit and worth of the performance
- periodic recommendations for improvement

Summative evaluation: An evaluation conducted after the completion of a course, project, or service to provide consumers or other decision makers with conclusions about the merit and worth of the object, plus recommendations about whether it should be retained, altered, purchased and used, or discharged/eliminated. Thus, summative evaluation supports accountability.⁷

With respect to professional educator evaluation, formative processes seek continuous improvement of performance while summative evaluation allows districts to make decision concerning employment. While AS 14.20.149 focuses primarily on summative evaluation, the concern for plans of improvement speak somewhat to formative purposes.

Research and expert opinion caution practitioners about the difficulty of using one system for both ends. While not impossible to do so, care must be taken in both the design of the system and its implementation to clearly delineate how information from various performance assessment instruments and processes will be collected, analyzed, used and stored. Expert opinion suggests that some processes, such as teacher self-evaluation and peer evaluation, are best used formatively. Other processes, such as observation and parent/student surveys can be used for both.

Whatever the purpose of the evaluation system, research is adamant that no one technique or data source alone provides sufficient information. Experts are unanimous in recommending multiple sources. The following sections explore the use of multiple sources in some detail and then provide a discussion of the sources most commonly used.

⁷ Stufflebeam, Daniel L., *Evaluating School District Students, Programs and Personnel: A Unified Approach*, National Evaluation Institute (NEI), July 1996

1. Multiple Data Sources

What is required?

Although observation is the only evaluation technique to be spelled out in HB 465, the legislation also requires “an opportunity for students, parents, community members, teachers and administrators to provide information on the performance of the teacher or administrator who is the subject of the evaluation” (AS 12.20.149(b)(7)). In order to obtain this information, districts will need to use data sources other than classroom observation.

The performance standards adopted by the Department of Education address teacher and administrator responsibilities beyond the classroom, such as parent and community involvement and participation in professional activities. These extra-classroom responsibilities also will need to be assessed using techniques other than classroom observation. 4 AAC 04.205(c)(1) allows a district’s evaluation system to “provide a variety of assessment strategies”.

What is “best practice”?

In the January, 1995, issue of *Education Perspectives*, Andrew McCinnery states that

the necessity for using multiple sources of data in the evaluation of school professionals... is a basic and central principle of educational measurement in that any one data source or instance of measurement is simply one sample of behavior, and the greater the variety and number of samples taken the better (more reliable) the representation of performance over time...However basic to educational measurement, this is not a trivial issue for systems of educational personnel evaluation. As Scriven points out...by far the predominant model for evaluating school professionals' performance is the 'inspection model,' a system relying exclusively on a tiny number of work observations, many of which are preannounced. There is consensus among the authors that such a system is wholly inadequate.⁸

In a memo from the Teacher Evaluation Model Project (TEMP) conducted by CREATE, Scriven elaborates on the need to use multiple sources and lists possible sources. (Full-text copy of the memo is contained on the CREATE Teacher Evaluation Kit CD-ROM included with this *Handbook*).

According to Scriven, the sources used should:

⁸ McCinnery, Andrew, *Common Ground: A Unified Approach To Educational Personnel*, Evaluation Perspectives, Volume 5, Number 1, January, 1995, CREATE

1. bear on at least one of the domains and attributes covered by the teacher evaluation system;
2. be directly (not statistically) related to the quality of the teaching by the individual being evaluated;
3. (ideally) be readily available or easy to collect;
4. be reasonably accurate and objective; and
5. should, taken together, cover the full range of significant responsibilities of the teacher.

He goes on to state that

Multiple sources of data should, wherever possible, be used for each attribute referred to in the process of teacher evaluation. The use of multiple sources includes the use of several judges (e.g., several teachers, or two teachers, a parent, and some students) but also the use of several different types of data to draw conclusions about an attribute (e.g., school records and the principal's recollections).

Apart from mutual confirmation, however, the use of multiple data sources sometimes turns up entirely new information about a teacher's level of performance or range of contributions. These advantages have to be balanced against the increase in cost of evaluating teachers through using multiple sources.

When two or more sources of data or information on the same attribute conflict, an effort should be made to determine why they do not support each other (e.g., recheck the accuracy of the sources or measures, the recency of the information, the use of samples collected on different occasions--typical day vs. bad day).⁹

His list of sources is extensive, but is intended as a catalog from which districts can pick and choose. It is reproduced here to help districts think more broadly about what could be used.

SOURCES¹⁰

People: Educators

- Teacher (self)
- Supervisors/administrators:
- On-site: (principal, assistant principals, department chairpersons, supervisors)
- Off-site: (superintendent, assistant superintendents, directors of instruction, directors of personnel, school board members)
- Other teachers (same site or other site):
 - ⇒ Peers
 - ⇒ Mentor teachers

⁹ Scriven, M., Wheeler, P., & Haertel, G. D., *Sources Of Data For Evaluating Teachers*, Temp Memo 7, CREATE, 1992

¹⁰ Ibid.

- ⇒ Resource teachers
- ⇒ Specialists
- ⇒ Team teachers
- ⇒ Substitute teachers
- Other staff (same site or other site):
 - ⇒ Paraprofessionals, aides
 - ⇒ Program managers
 - ⇒ Counselors
 - ⇒ School psychologists
 - ⇒ Nurses
 - ⇒ Librarians
 - ⇒ Tutors
 - ⇒ Classified staff
- Institutions of higher education:
 - ⇒ Teacher trainers
 - ⇒ College faculty associates
 - ⇒ Student teachers
 - ⇒ Student teacher supervisors
 - ⇒ Subject matter specialists
 - ⇒ Admissions officers re acceptance rate
- Others:
 - ⇒ State officials, inspector generals
 - ⇒ Assessors
 - ⇒ Evaluators
 - ⇒ Researchers
 - ⇒ Union representatives
 - ⇒ Inservice training providers
- ⇒ Classroom (e.g., tests, texts, assignments, projects, work samples, other measures of progress)
- ⇒ School (e.g., tests, awards, grades/GPA, attainment of school proficiency and achievement standards)
- Teacher files:
 - ⇒ Teacher's personnel files (school, district)
 - ⇒ Teacher's college records
 - ⇒ Teacher's inservice training/professional development records
- School records:
 - ⇒ Student attendance levels
 - ⇒ Class achievement measures
 - ⇒ Teaching and other assignments (e.g., original job description, subjects taught, numbers and types of students, new subject/grade level assignments)
 - ⇒ Discipline referrals
 - ⇒ Requests from students/parents for assignment to/transfer from the teacher or with other comments
 - ⇒ Principal's or other evaluator's assessments
 - ⇒ Library records on materials assigned, etc.
 - ⇒ Computer and other lab records on use, difficulties

People: Others

- Current students
- Former students
- Parents
- Alumni
- Community representatives and agencies
- Employers

Existing Records and Data

- Student files:

Teacher Products

- Statements of goals and objectives for the teacher's own students, courses
- Lesson plans (short-term, long-term)

- Classroom rules and procedures
- Assessment strategies used
- Materials, equipment designed or adapted
- Tests (with scores, grades, comments), classroom activities, and assignments
- Feedback reports to students
- Communications with parents, students, other staff (e.g., telephone logs, conference records, notes, letters, progress reports)
- Videotape, audiotape, photographs of the teacher at work or of the classroom
- Teacher logs, journals
- Personal development plans
- Evidence of participation in and impact on school/district/state committees, community activities, non-school work assignments, special training, professional associations, mentoring, leadership roles, etc.
- Teacher's resume/vita
- Explanations and reflections by the teacher
- Other teacher artifacts (e.g., projects, photos, tapes, resource collections, reports, papers, speeches, workshops, displays, research studies)
- Teacher portfolio, including much of the above, but possibly also evaluations of materials, tests, texts, references and resources, school plans, self, self-development plan, etc.
- Letters of recommendation and support
- Newspaper articles
- Student performances, products (e.g., athletic events, concerts, plays, school newspaper, photographs, paintings, furniture from woodshop class)

Other Products

- Program and school improvement plans, evaluation reports on and by teacher
- Awards, honors, scholarships

Wheeler, in a recent memo from the Teacher Evaluation Models Project at CREATE, suggests several criteria which districts should consider before selecting assessment methods and instruments. These include:

- the purpose of the evaluation system
- the criteria to be covered by the evaluation system, and the domains and indicators associated with those criteria
- the individuals who will collect the assessment data or administer the assessment instruments, including the teachers being evaluated, administrators, supervisors, peers, and mentors or professional support providers
- the individuals who will use the assessment data, including the teachers being evaluated, administrators, supervisors, evaluators, and mentors or professional support providers
- resources available for teacher evaluation (e.g., people, time, equipment, rooms, materials)
- technical issues including relevance to the job, fairness and objectivity, validity, accuracy, reliability and consistency, and comparability across teaching assignments
- legal issues including authenticity, appeals procedures, compliance with union agreements,
- confidentiality of information and materials, and protection against misuse of the data or procedures associated with the assessment¹¹

She also describes several possible methods which could be used to assess teacher performance.

Anecdotal record - a short narrative report or summary of an event or activity related to the performance of a teacher.

Assessment center - the process of using simulation techniques to measure performance. This term does not refer to a location, but instead to an assessment approach that could be implemented in any of several locations.

Checklist - an instrument that specifies criteria or indicators of merit on which the assessor marks the presence or absence of the attribute being assessed.

Interview - a series of verbally delivered questions designed to elicit responses concerning attitudes, information, interests, knowledge, quick-response skills, and opinions. The interview can be done in person or by telephone, and conducted one-on-one or with small groups of teachers. Three major types of interviews are structured, semistructured, and unstructured; these differ in the degree of specificity of the questions to be asked of the teacher and in the extent to which the interviewer can ask prompts and follow-up questions.

¹¹Wheeler, Patricia H., *Assessment Methods For Use In Evaluating Teachers*, TEMP Memo 12, CREATE

Log - a journal or diary, maintained by the teacher, assessor, supervisor, or administrator, that includes such topics as decisions, plans, activities, results, changes, and reflections. The log can serve as a source of background and contextual information for use by the evaluator or can be included as part of a portfolio.

Observation - the careful recording of evidence and notes while watching the teacher. Observations typically occur in the teacher's own classroom, but they may also occur in other settings (e.g., playground, staff meeting, parent-teacher conference) or may be based on audiotapes or videotapes. Observation approaches include checklists, coding forms, frequency counts, guided note-taking records, rating forms, and scripting.

Paper-and-pencil test - a set of items, questions, or problems to be answered by the teacher in writing or by marking an answer document.

Portfolio - a purposeful collection of documents concerning a teacher's performance (e.g., testimonials, student learning outcome reports, peer evaluations, samples of students' work), and of products produced by the teacher (e.g., lists of instructional activities, critiques of textbook chapters, action research results, self-evaluations, reflective essays, videotapes of lessons, teacher-made unit tests).

Questionnaire - an instrument consisting of a series of queries and statements that is used to collect data, reactions, and information from a teacher concerning such factors as educational background, goals and objectives, instructional plans, teaching context, attitudes, opinions, and professional activities, and from others (e.g., students, peers, aides, parents) concerning the teacher's performance.

Rating form - an instrument on which the magnitude or degree of some aspect of teaching is indicated. Such forms may use a numerical continuum (e.g., 1-2-3-4) or a descriptive continuum (e.g., excellent-good-fair-poor; frequently-fairly often-rarely-never).

Student learning outcomes - measurements of student achievement of knowledge and skills and other educational outcomes, such as improved student attitudes and behaviors, that should have been taught to them by the teacher being evaluated. This term covers acquisition, retention, application, transfer, and adaptability of knowledge and skills. Examples of such outcomes sometimes used in teacher evaluation are standardized test score reports and student portfolios.

Track record - a summary of past events and accomplishments related to a teacher's performance. In addition to information about past teaching performance, a track record may include details of further education and training completed, conferences and meetings attended, and awards received by the

teacher and his/her students. Such information may be included in a teacher's portfolio.

Videotape, Audiotape - a recording of a teacher performing such tasks as implementing an instructional activity, participating in an activity with other teachers, and conferring with parents or other staff.

Work sample task - the use of actual or typical teaching activities to assess performance (e.g., asking a teacher to prepare a homework assignment for a designated chapter in his/her class, or to judge four student portfolios and write progress reports for each to be sent to the parents).

Work simulation task - a surrogate or imitation of a sample task for a teacher (e.g., asking a teacher where to go to locate resources on an instructional topic, or asking a teacher to draft an outline of a potential new unit/course for use in informing parents about it).

Wheeler concludes that it is important to use a variety of assessment methods as well as multiple data sources because “some domains are more appropriately measured by one or two of these methods and other domains by different methods.”¹²

She gives the following examples:

1. The *teacher's knowledge of the subject matter* can be better assessed through portfolios, paper-and-pencil tests, and interviews than observations.
2. *Communication skills and management skills* are better assessed through classroom observation and student ratings.
3. Portfolios and questionnaires are probably most appropriate for assessing such domains as the *assessment of students and the teacher's service to the profession*.¹³

In a related article, Wheeler discusses how to use the results from multiple sources. She states that “to make decisions about career and personnel actions (e.g., licensure, tenure, retention/dismissal), data must be synthesized in some appropriate manner and subjected to prespecified decision rules.”¹⁴ This is particularly true when data from one source contradicts that from another source.

Wheeler identifies three different models which could be used to synthesize data. The differences between the models become rather striking when dealing with conflicting results from different data sources, as can be seen in the example below.

Compensatory Model

¹² Ibid.

¹³ Ibid.

¹⁴ Wheeler, Patricia H., *Models For Using Multiple Results To Make Teacher Evaluation Decisions*, TEMP Memo 16, CREATE

In a compensatory model for using multiple results, weak performance on one measure or attribute can be traded off against strong performance on others in coming to a decision or calculating a total score.

Usually, compensatory models have a minimum required level of performance whereby there are limits to how "overscores" in one area can offset "underscores" in another area. A teacher might be allowed to received an "unacceptable" level in some of the five domains, but not in other domains (those regarded as critical; for example, instructional competence) if he/she is to continue being employed as a teacher.

Conjunctive Model

The conjunctive model for using multiple results requires that the teacher attain a minimum level of performance--a cutoff or passing score--on each of the measures within an attribute or domain, and/or across all measures within each attribute or domain.

A conjunctive model requires that the teacher attain a minimal level of performance or score on each of the measures and across all domains; but within the hierarchy of criteria, domains, and elements or across the various measures within the domain or element, the compensatory model could be applied.

Disjunctive Model

The first two models require some minimum level of performance by the teacher for all domains and/or on all measures. In the disjunctive model, this is not the case. A teacher may only be required to have an acceptable level of performance on one of multiple measures.

This model is defensible in areas where there are several ways to demonstrate satisfactory performance or multiple measures of the same attribute. The disjunctive model may also be appropriate in cases where retakes are permitted; in these cases, users may consider only the highest score or a typical/average score or the most recent score, and drop the other scores on the same assessment from consideration.

It is inappropriate to use the disjunctive model for combining performance results across all domains relevant to satisfactory teacher performance, since all five domains in the duties of the teacher evaluation system are essential to the profession of teaching and no teacher should be excused from demonstrating some minimum level of performance in each domain.¹⁵

¹⁵ Ibid.

Examples for Each Model for Four Assessments of One Domain

Model	Assessment				Decision
	A	B	C	D	
Compensatory					
Teacher 1	Pass	High Pass	Barely Fail	Pass	Pass (B offsets C)
Teacher 2	Pass	Barely Fail	Pass	Pass	Fail (B not offset)
Conjunctive					
Teacher 3	Pass	Pass	Fail	Pass	Fail (must pass C)
Teacher 4	Pass	Pass	Pass	Pass	Pass (passed all)
Disjunctive					
Teacher 5	Fail	Pass	Fail	Fail	Pass (must pass only one)
Teacher 6	Pass	Pass	Pass	Fail	Pass (only had to pass one)

Wheeler concludes her discussion by noting that

Whatever model is adopted, the policy must state the rationale for selecting a given model. The procedures for implementing the model and the process of using multiple results for decision-making must be provided, with adequate lead time, to all involved, including the teachers being evaluated. Evaluators must be carefully trained and monitored on an ongoing basis to ensure that the models are implemented fairly and accurately. The possibilities for retakes of each assessment used must be recognized and an appeals process should be in place so that teachers can request another assessment or can challenge decisions based on the use of these models. Exceptions to the procedures and the decision rules should be made with care; once one exception is made, there will likely be pressure to make more exceptions. A review of the appropriateness of the model and the decision rules based on it should be made at least every three years and changes made if needed.¹⁶

What are some examples of actual use by districts of multiple data sources?

Many Alaskan districts use information from students and parents as well as classroom observations in their evaluation programs. Others have a peer evaluation process which is used for formative but not summative purposes. Nationwide, some districts and states (for example, Tennessee) use student achievement data; however, the valid use of such information requires fairly elaborate statistical manipulation to factor out variables outside of the teacher's control. No single district reviewed in Alaska or elsewhere as yet uses the rich variety of data sources identified by the literature.

¹⁶ Ibid.

Where can I get additional information?

The CREATE CD-ROM included with the *Handbook* has some additional information on multiple data sources. Kenneth D. Peterson's *Teacher Evaluation: A Comprehensive Guide to New Directions and Practices* (included in the Evaluation Resource Kit available from the Department of Education) contains a thorough discussion of various sources.

Additional written information on the use of multiple sources of data for evaluating teachers, identified by Scriven in the article cited above, are cited in the Resources section of this *Handbook*.

2. Portfolios/Dossiers

Using multiple sources of data is intended to lead to more authentic evaluation, defined by Peterson as “realistic in content and performance and comprehensive in scope and inclusion. Authentic means that the full educative experience itself (materials, goals, people, knowledge, behaviors, attitudes, changes and results) is captured and considered for its impact, merit and worth.”¹⁷

But the use of more and varied information raises questions about how this information can be organized and presented to evaluators. This concern has led to the development of teacher portfolios and, more recently, dossiers. Both are discussed in this section.

What is required?

Neither the statute nor regulations concerning certificated personnel evaluation address how the information is to be organized. Therefore, districts should consider the use of portfolios/dossiers from the point of view of local usefulness.

What is “best practice”

A portfolio is a collection of materials representing complex work. As used in teacher evaluation, it refers to “a purposeful collection of materials by and/or about the teacher being assessed, which can be kept in a folder, a box, a notebook, or a similar device for storing a collection of materials.”¹⁸

In an article on the advantages and disadvantages of portfolio use, Wheeler summarized research findings as follows:

Portfolios can increase the coverage of teacher behavior when used with other assessment methods, can provide increased situational specificity for the setting or context within which the teacher is working, can be used in conjunction with other assessment methods, can provide evidence to support evaluation judgments and to verify data obtained through other assessment methods, and can be tailored to different teaching assignments. The compiling of portfolios provides opportunities for increased professional development, motivates teachers to improve, promotes self-evaluation, and increases the understanding of the profession of teaching.

Potential disadvantages include the lack of representativeness of portfolio items, the impact of portfolio appearance on scoring, the risk of cheating and plagiarism,

¹⁷ Peterson, *Teacher Evaluation: A Comprehensive Guide to New Directions and Practices*, Corwin Press, 1995, p. 183

¹⁸Wheeler, Patricia H., *The Advantages And Disadvantages Of Using Portfolios In Teacher Evaluation*, TEMP Memo 14, CREATE

high costs to compile and to score, and the possibility of becoming a useless paper chase.

Simply collecting materials for a portfolio is of little value; its value lies in the use of the portfolio with other assessment, development, and evaluation processes. Portfolios should be used in conjunction with other assessment methods and to obtain evidence not available through other methods.¹⁹

Peterson suggests the use of dossiers rather than portfolios. He defines a dossier as a collection of documents related to a specific matter. Although the terms “portfolio” and “dossier” are used somewhat interchangeably, Peterson suggests that the differences are nontrivial. “Dossiers are much more compact, processed and usable for judges of teacher quality.”²⁰

Central to the difference is the notion of compression developed by Scriven. Through the compression process, the voluminous information collected from multiple data sources is summarized, abstracted and, in some cases, subject to review by subgroups prior to submission to the final evaluator(s).

In order to make the dossiers usable and fair, Peterson suggests that districts establish guidelines for length, credibility of documentation, protection of due process and expectations for performance.

What are some examples of actual district use of portfolios or dossiers in evaluation?

No district submitting information reported the use of portfolios or dossiers. However, Wheeler gives an example of portfolio contents based on the five domains of Scriven’s duty-based evaluation system. A similar schematic could be developed using the teacher standards rather than the domains.

For dossiers, Peterson gives a sample of district guidelines for development and examples of possible content.

¹⁹ Ibid.

²⁰ Peterson, op. cit., p. 188

(Wheeler)
SAMPLE PORTFOLIO CONTENTS

Domain	Item
Knowledge of Subject Matter	Reviews of two possible new textbooks.
	A list of subject-related courses completed and workshops or conferences attended during the past year.
	A reflective commentary on how to integrate art and science instruction.
Instructional Competence	A list of instructional activities for a unit.
	Statement of instructional goals and objectives for the year.
	A reflective essay, written at the end of the first semester, on progress toward meeting the instructional goals and objectives.
	Teacher's rationale for sequencing instructional topics.
	Given a math problem, teacher provides three approaches to solving it.
	Given a poem, teacher writes an essay on how different students might interpret it, given their backgrounds.
	Videotape of the teacher presenting a lesson in the classroom.
	A copy of the signed Standard First Aid training card from the Red Cross.
	A list of those school and community sources of materials with which the teacher is familiar and which have been used in the past semester.
	A log on the use of available technology by the teacher and by the students.
Assessment Competence	Photographs of three teacher-made displays used in instruction.
	Copies of two teacher-made unit tests or summaries of student assessment procedures.
	A copy of the scoring rubrics used for a student project or report.

Professionalism

An essay describing the teacher's record-keeping system and how it is used to monitor student progress.

Samples of graded student work with comments from the teacher written on them.

Samples of the progress reports/letters sent to parents at the end of the first and third quarters.

Record of participation in the school's professional development program activities this year.

Log of service, support to other teachers at the school this year.

Samples of written feedback to students of different backgrounds and ability levels to see if the feedback is fair and reasonable, given the ability level and background of each student.

Copies of any materials submitted to professional newsletters and journals.

Information on any awards received related to teaching (e.g., certificate, letter, newspaper article)

Other Duties to School,
Community

Copies of committee membership lists on which the teacher served this year.

List of after-school activities that the teacher supervised this year

(Peterson)
SAMPLE DOSSIER GUIDELINES

1. Dossiers should be no more than 15 pages consisting of 8 1/2 x 11 in. paper. They should be bound with a heavy paper cover.
2. Dossiers should contain at least four data sources.
3. Each data source must follow the guidelines for that data source, as supplied by the Evaluation Unit.
4. District forms must be used. Alterations to the form (item deletion, editing or additions) must be clearly indicated and explanations attached. This is not to discourage alterations, but to make them notable.
5. The following sources must be collected and notarized by the Evaluation Unit: pupil survey, parent survey, peer review, systematic observation and administrator report.
6. The Evaluation Unit must keep no records recalled by the teacher.
7. The following are guidelines for quality on certain data sources:
 - Parent surveys, pupil surveys: 1 standard deviation below mean
 - Teacher tests: above 40th percentile on national norms
 - Peer reviews, administrator reports: “contributing, well functioning”
8. Back up documents must be kept in accordion folders.²¹

²¹ Ibid., p 191

(Peterson)
SAMPLE DOSSIER CONTENTS

Teacher A

Documentation of Professional Activity: 2 pages
Peer Review summary reports (1984, 1991); 2 pages
Student report data (1984-1994): 2 pages
Administrator reports: 4 pages
Parent survey data (1984-1994): 2 pages

Teacher B

Student achievement data (alternate years after 1985): 3 pages
Teacher test scores report: 1 page
Documentation of Professional activity: 2 pages
Systematic observation report: 3 pages
Administrator reports: 1-page summary
Extend parent comments (reduced): 4 pages, with peer comments; Evaluation Unit description of comment selection

Teacher C

Administrator reports: 4 pages
Annual report of Community Art Festival (reduced; 1980-present): 6 pages. Created by Teacher C, Student community learning projects
Student report data (1984-present): 3 pages
Parent report data (1992 focus group; alternative years after 1988): 2 pages²²

²² Ibid., p. 189

Where can I get more information?

In TEMP Memo 15 (on the enclosed CD-ROM), Wheeler discusses at some length *What Should be Included in a Teacher's Portfolio*. ERIC contains additional information on portfolio use. Alaskan teachers who have undergone the certification process for the National Board for Professional Teaching Standards have developed extensive portfolios and would be a good source of information on advantages and disadvantages.

Peterson's full discussion in *Teacher Evaluation* is probably the most up-to-date source currently on dossiers. He is also available for consultation with school districts. Contact phone numbers and address are found in the Resource section of this *Handbook*.

3. Specific Data Sources

a. Observations

What is required?

AS 14.20.149(b)(2) requires at least two observations of each nontenured teacher annually. Each tenured teacher must be evaluated annually (unless the district adopts a two-year cycle for tenured teachers who consistently exceed local performance standards) and this evaluation must be "based on observation of the employee in the employee's workplace."

What is "best practice"?

Although probably the most widely-used technique for teacher evaluation, observation receives relatively bad press in the literature—at least as it is currently conducted. Peterson cites several limitations of "teacher evaluation by looking":

First, visits change the teaching performance itself. Announcing the visit ahead of time makes the alteration worse. Second, a visit (or even several) is just too small a sample of the teaching behavior to make any judgment. Third, the personal and social relations between observer and teacher (positive or negative) threaten the accuracy of reports. Fourth, research has produced no systematic links between what is observed in a classroom and student learning. Fifth, observers believe that their biases for certain teaching styles actually do represent a standard for good teaching; in reality, biases destroy a common ground for judging teacher quality. Finally, classroom visitors simply do not think the way that students do. In the long run, student perception of the classroom affects their learning, not the view of short-term adult guests in the classroom.²³

²³ Ibid., p. 153, based on Scriven

If observation is to be used, as it must be in Alaska, then Peterson cites several minimum requirements:

1. The observer is a neutral outsider to the school system, trained in observation techniques, having established reliability, and monitored for ongoing reliability
2. Observations are taken from a reliable number and timing of visits. Number of visits is based on stability (regularity) of teacher performance. Often this means six to eight or more unannounced visits.
3. Focus of observation is limited to a few categories of events, and not a wide-ranging collection of attractive but elusive, high-inferential themes.
4. Recording systems (checklists, narratives) are systematic, verifiable, permanent, and have reliability in practice established.
5. Data are analyzed with a single, coherent, limited, public, validated, and agreed-on conceptual framework, linked to student learning.²⁴

Most research and expert opinion on observation deals with the classroom teacher. However, Alaska law requires that evaluation of all certificated staff—principals, librarians, counselors, specialists—be based on observation. The evaluation literature is less thorough on observation in other than the classroom setting, although some information is included in the following sections on Specialist Evaluation and Evaluation of Administrators. As districts develop their own procedures, it would appear to be sound practice to take into account the following:

- observation should be based on the job description/performance standards of the position being evaluated
- the various types of certificated and specialist employees should have input in designing their evaluation system, including how observations are handled
- observation should be limited to specific, definable categories of behavior
- observation results should be recorded in a systematic manner
- training, rating scales and other mechanisms should be used to help assure consistency across observers
- observation data should be supported with information from other sources

What are some examples of actual district use of observation?

Virtually all districts use classroom evaluation in their evaluation systems. In some districts, it is the only method used. In others, it forms the core but is used in conjunction with other data sources.

With respect to the five criteria listed by Peterson above, no district submitting information uses observers from outside of the district. Nor can such observers be used for the purposes of AS 14.20.149, which requires persons conducting evaluations under the section to

²⁴ Ibid.

1. hold either a type B certificate or be a site administrator under the supervision of a person with a type B certificate and
2. be employed by the school district as an administrator

Nor do reporting districts observe with the frequency recommended by Peterson. Some districts do limit the observations to a few categories of events, most notably those districts which use clinical supervision or other systems directed at formative (improved teaching) rather than summative ends.

Most districts do use systematic recording instruments designed to bring some uniformity to the observation process. And some districts provide scales or rubrics to be used in judging performance with some consistency across observers.

Many districts use a pre-conference visit between the evaluator and teacher. The pre-observation conference

is an opportunity for the teacher to clarify with the evaluator both the evaluation process and the components of the instrument. It also gives the teacher an opportunity to identify areas in which he/she would like feedback. A pre-observation form may be completed by the staff member in preparation for the conference.

Since communication is so vital to the evaluation process, the pre-observation conference provides an opportunity for interaction that will reduce barriers and the level of concern for both the evaluator and the teacher²⁵.

Districts may also use a post-observation conference. The Thompson School District's procedure is typical in this respect:

A post-observation conference is required for each summative evaluation report. Research indicates the shorter the time span between the formal observation and the post-observation conference, the higher the potential for accurate feedback and the more successful the dialogue.

The conference will focus on discussion of the observation record and other factors deemed relevant to the performance of the teacher. The evaluator will share with the teacher indicators of performance observed, and the teacher will contribute additional indicators of performance related to the teacher's overall performance. In addition to the formal observation, data sources may include informal observations, lesson plans, samples of student products, records, or other appropriate materials to substantiate performances. Strengths and/or refinements will be discussed, in relationship to district performance standards and teacher goals. An improvement or growth plan for the forthcoming year should be

²⁵Thompson School District, *Evaluation Handbook*.

developed as soon as possible. The evaluator will maintain a written record of conference dates and matters discussed.²⁶

Samples of district rating scales and forms for recording information from classroom teacher observations are included on the following pages. No district reported on observation of other types of certificated employees.

²⁶ Ibid.

Rating Scales

The National Science Foundation Elementary Science Project CLASSROOM ATTRIBUTES

(The project has identified attributes to describe classroom observations. Although directed a science activities, the attributes could be used to describe gradations of regular classroom activity.)

Classroom Atmosphere

Rich in resources	←————→	Sparse
Conductive to student learning	←————→	Sterile
Hum of activity/Hands-on minds on working classroom	←————→	Stagnant
Stimulating	←————→	Boring

Classroom Management

Organized	←————→	Disorganized
Teacher is facilitator	←————→	Teacher is Drill Sergeant
Clear presentation of instruction/ procedures	←————→	Confusing presentation of instructions/procedures
Instruction appropriately paced	←————→	Many student “not on board”

Student Engagement

Worthwhile activities	←————→	Isolated/rote activities
Students active learners	←————→	Students passive learners
Students are important sources of knowledge	←————→	Teacher controls knowledge flow
Student interactions meaningful/ substantive activities	←————→	Limited interactions/ off-topic interactions

Presentation of Concepts

Use of real-world applications	←————→	Isolated concepts
Word problems mirror life	←————→	Word problems stress computation/rote activities
Use of patterns, diagrams, models	←————→	Routine algorithms
Questioning encourages multiple solutions	←————→	Questioning searches for “right answer”
Teacher comfortable with content/ vocabulary	←————→	Teacher uncomfortable with content/vocabulary
Students comfortable with content/ vocabulary	←————→	Students uncomfortable with content/vocabulary

Dallas (Texas) Public Schools
RATING SCALE

(The Dallas evaluation system has developed a rating system to promote consistency across raters and to clarify meanings associated with points on the following rating scale.²⁷)

1	2	3	NA
no evidence	some evidence	substantial evidence	not applicable
1 = no evidence	this rating means that the appraiser/rater observed over a period of time and documented a behavior, or behaviors in contradiction or direct opposition to the behavior described by the indicator or that the appraiser/rater did not observe the behavior even though occasions arose that warranted certain behaviors. Furthermore, no evidence for the behavior was provided by the teacher. (E.g., if the appraiser observed inconsistency or unfairness in the application of rules, this would merit a score of "1." Also, if the appraiser observes one [or more than one] instance of student behavior that required the application of an established class or school rule yet there is no application of the rule by the teacher and the teacher subsequently provides no explanation for the lack of application, this would merit a score of "1.")		
2 = some evidence	this rating means that evidence provided by the teacher and/or collected by the appraiser through informal and formal observations still leaves room for doubt with respect to the accomplishment of a behavioral indicator: that is, attainment of the indicator is ambiguous or unclear (e.g. for item 13, "communicates learning expectations to students," if the teacher provides the appraiser a lesson/unit plan that delineates student objectives expectations, but it is not clear that these have been explained to and understood by students, this would merit a rating of "2.")		
3 = substantial evidence	this rating means that evidence provided by the teacher and/or collected by the appraiser through informal and formal observations leaves no room for doubt with respect to the accomplishment of a behavioral indicator; that is, attainment of the indicator is clear and unambiguous (e.g., for item 13, "communicates learning expectations," if the teacher provides the appraiser a lesson/unit plan that delineates student objectives/expectations and it is clear through observation an/or evidence provided by the teacher, that these have been explained to and understood by students, this would merit a rating of "3.")		
NA = not applicable	this rating means that no occasion arose to assess this behavioral indicator for this teacher (e.g., for item 25, "encourages positive classroom interaction" (students are in an instructional design where this item is not applicable, then this situation would merit a rating "NA")		

²⁷ Dallas Public Schools, Institutional Research, *Assessment of Teacher Accomplishments and Performance* (ATAP). Used with permission.

Forms for Recording Information from Observations

Juneau School District TEACHER EVALUATION FORM

(Juneau School District is piloting a teacher evaluation system which ranks teacher behaviors along a continuum, ranging from unacceptable or sub-standard, through acceptable to exemplary. Below is an example of such a continuum, applied to one of the districts performance standards.)

Standard 2: Classroom Management and Instructional Skills

It is the responsibility of the teacher establish and maintain a healthy social, emotional, physical and intellectual environment that is conducive to learning

Physical environment is an impediment to learning

Physical environment accommodates learning activity

Physical environment facilitates and promotes the learning activities that occur

Students are disengaged with little or no attempt to bring them back into the learning process

Most students are generally engaged in learning activities

Students are actively engaged in learning activities and student independence and initiative are promoted and encourages

Behavioral expectations are inconsistent/unclear/absent with a minimum of reinforcement

Behavioral expectations are clearly and publicly defined and conducive to student learning

Behavioral expectations are continually reinforced in a fair and consistent manner

Kenai

Williamsburg-James City (VA) Public Schools
TEACHER PERFORMANCE FORM

[This form provided as an example of how one form could be used to document multiple data sources (e.g., observation and portfolio review).]

Teacher _____ Date _____

Supervisor _____ Time _____

Directions: This form is used for documenting observations and portfolio reviews. Please read the following statements carefully, then respond to the statements by checking (✓) the most appropriate descriptor based on the behavior of the teacher. Definitions for each of the terms is given at the end of the form. Please provide evidence for each responsibility.

Area I: instructional Skills: Organizing for Instruction

* I-1 The teacher demonstrates current, accurate, and comprehensive knowledge of topics covered in the curriculum (knowledge of subject matter).

Clear Evidence	Partial Evidence	Little/no Evidence
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Source: Observation Portfolios Other

Evidence:

* 1-2 Plans Instruction to achieve desired objectives which reflect division curriculum guidelines.

Clear Evidence	Partial Evidence	Little/no Evidence
----------------	------------------	--------------------

Source: Observation Portfolios Other

Evidence:

* 1-3 Selects and creates comprehensive materials and resources compatible with students' abilities and needs.

Clear Evidence	Partial Evidence	Little/no Evidence
----------------	------------------	--------------------

Source: Observation Portfolios Other

Evidence:

Definition of Terms

Clear Evidence:	Evaluator is confident that the responsibility is being met or exceeded.
Partial Evidence:	Evaluator observes an acceptable demonstration of a particular responsibility.
Little/No Evidence:	Evaluator observes such marginal demonstration of the responsibility that other evidence is necessary to substantiate the responsibility.
Evidence:	Examples of specific behavior that support the selected rating.

Where can I get more information?

Information on how to increase the validity of observations is found in Peterson's *Teacher Evaluation*. ERIC contains information on various systems of classroom observation. ERIC can be searched on-line through various vehicles, such as SLED, the Alaska State Library Network's Internet access. On-line search is also available through the Western Michigan Evaluation Center's Website: <http://www.wmich.edu/centers.html>.

b. Student and Other Surveys

Surveys solicit information from parents, students (current and past), and the community concerning the performance of certificated personnel.

What is required?

While AS 14.20 does not require districts to survey parents, teachers or community members, it does require that districts "provide an opportunity" for these groups to provide information on the performance of the teacher or administrator under review. Surveys are probably the least expensive and easy-to-use method of collecting this information. If used, survey items should reflect aspects of the local performance standards.

What is "best practice"?

Student Surveys: Peterson reports that "important, useful and reliable data can be obtained through student reports about teacher performance."²⁸ Students can be a main source of information about aspects of classroom activity and atmosphere such as degree of rapport between teacher and students, equity, motivation and opportunity for learning. Peterson warns, however, that there are limitations to student input. For example, students are not subject matter experts, they lack mature judgment, they are limited in their ability to take an overall perspective of the classroom and they may mistake popularity for effectiveness. Nevertheless, expert opinion appears to favor seeking student input on specific aspects of teacher behavior.

Peterson has some suggestions concerning an effective survey instrument:

- keep it short: 8 - 12 items that fit on one page
- focus on what a student can judge from his/her own experience rather than on what "everyone in the classroom" experiences
- assure anonymity
- have a neutral party administer the form

²⁸ Peterson, op. cit., p. 85

Peterson also warns that teachers may need training in and time to adjust to survey results, since many teachers have “unrealistic and vulnerable expectations for student report data.”²⁹

Other means of collecting student information about teachers are group interviews and focus groups. According to Peterson, group interviews involve a sample of rather than the whole class, are semi-structured question and answer sessions conducted and recorded by a neutral party. Although group interviews give more “perspective, detail and spontaneity” than surveys, they are also less representative and more expensive. Focus groups are “sessions for six to eight students discussing their views and ideas about a teacher for an extended period (45 minutes) with a lightly-structured set of questions but an expert leader”.³⁰ Peterson suggests that focus groups are valuable in formative evaluation. (See Chapter 6 of *Teacher Evaluation* for a more detailed discussion of Student Reports)

Parent Surveys: Peterson maintains that parents are a good source of information about certain aspects of teacher performance, specifically a teacher’s duties in dealing with parents and their child’s reaction to teacher performance. He proposes several guidelines for surveying parents and using the results.

1. Use a global item, such as "Were you satisfied with your daughter's or son's overall classroom experience as provided by this teacher?" as the central datum for evaluation decisions.
2. Include questions which elicit information about how involved parents have been with the school; for example “Have you asked the teacher for:
 - An overview of class content and goals?
 - Description of student's progress?
 - Ideas for home support of learning?”
3. Establish and publicize minimum return rate expectations. Peterson suggests 60% or two-thirds as district policy for expected return reliability. Expected rates should recognize that “some teachers, particularly at the high school level, may have difficulty in getting representative numbers of returned surveys. This may happen outside of their control and regardless of the quality' of teacher performance. Too few parent survey results can make interpretation difficult or inaccurate.”³¹
4. Take into account a number of factors in analyzing the results, such as age of pupil and differences in parent populations.
5. Help teachers interpret the information. Peterson reports that “teachers unfamiliar with objective teacher performance data are unrealistic in their own expectations for

²⁹ Ibid., p. 97

³⁰ Ibid., p. 98

³¹ Ibid. p. 142

results. Several years of experience are required for teachers to understand that less than perfect ratings are usual and positive.”³²

6. Vary the frequency of parent surveys. Peterson suggests annual surveys for the first years of teaching, tapering off to every three years for veteran teachers who have a consistent pattern of parental response.

As an alternative to surveys, Peterson suggests focus groups. Focus groups involve many fewer parents, but can provide more concentrated information. Peterson has the following suggestions:

- Focus groups should be arranged, conducted and interpreted by a person other than the teacher.
- A neutral environment, such as a home or the school library, facilitates discussion.
- A group of 6 to 10 is ideal.
- The goal is not consensus but “production of new ideas and perspectives for the teacher”.
- Participants should not know each other previously.³³

Community Member Surveys: No research or expert opinion was identified concerning surveys or other means of collecting information from community members (other than parents) concerning individual teacher or administrator performance.

What are some examples of actual district collection of student and/or parent information?

Several districts submitting information about their evaluation systems to the Department of Education reported using student, parent and community advisory board (Community School Committee) surveys of performance. The forms used by these districts follow.

³² Ibid.

³³ Ibid. p. 143

Student Information

Yukon-Koyukuk School District TEACHER EVALUATION

By students grades 1-6

	No				Yes
1. My room is a nice place to be	1	2	3	4	5
2. My room is a good place to learn new things	1	2	3	4	5
3. My room looks nice	1	2	3	4	5
4. My teacher knows where to find out about many things	1	2	3	4	5
5. My teacher helps me learn	1	2	3	4	5
6. My teacher makes things interesting	1	2	3	4	5
7. My teacher explains carefully	1	2	3	4	5
8. My teacher has many things for us to do	1	2	3	4	5
9. My teacher lets me help plan things to do	1	2	3	4	5
10. My teacher likes teaching	1	2	3	4	5
11. My teacher likes me	1	2	3	4	5
12. My teacher makes me feel important	1	2	3	4	5
13. My teacher is fair	1	2	3	4	5
14. My teacher is friendly	1	2	3	4	5
15. My teacher likes all the students just the same	1	2	3	4	5
16. My teacher likes to laugh sometimes	1	2	3	4	5
17. My teacher's voice is pleasant	1	2	3	4	5
18. My teacher likes kids	1	2	3	4	5
19. I like school	1	2	3	4	5
20. I like reading	1	2	3	4	5
21. I like spelling	1	2	3	4	5
22. I like math	1	2	3	4	5
23. I like art	1	2	3	4	5
24. I would like to have this teacher next year	1	2	3	4	5

This form to be distributed and collected by the principal.

Yukon-Koyukuk School District
TEACHER EVALUATION

By students grades 7-8

DATE _____ TEACHER _____ CLASS OR GRADE _____

Please circle a number after each question. If you have any comments to make about this teacher please write it on the bottom and back of this page.

	No				Yes
1. The teacher lets you express your opinions in class	1	2	3	4	5
2. The teacher makes class interesting	1	2	3	4	5
3. The teacher's assignments are clear and easy to understand	1	2	3	4	5
4. The teacher's assignments are fair	1	2	3	4	5
5. The teacher grades fairly	1	2	3	4	5
6. You can approach the teacher easily with problems	1	2	3	4	5
7. The teacher knows the subject material	1	2	3	4	5
8. The teacher speaks loudly enough	1	2	3	4	5
9. The teacher's voice is pleasant	1	2	3	4	5
10. The teacher is on time	1	2	3	4	5
11. The teacher likes me	1	2	3	4	5
12. The discipline in this class is fair	1	2	3	4	5
13. The teacher makes the classroom an attractive place to learn in (i.e., bulletin boards, classwork displays, desk arrangements, etc.)	1	2	3	4	5
14. I would like to have this teacher again	1	2	3	4	5

15. What do you like best about this teacher?

16. What do you like least about this teacher?

17. What do you like best about this class?

18. What do you like least about this class?

This form to be distributed and collected by the principal.

Yukon-Koyukuk School District
TEACHER EVALUATION
 By Students Grades 9-12

DATE _____ TEACHER _____ CLASS OR GRADE _____

Please circle a number to each of the following questions. Write any comments you may have about this teacher on page two.

	No				Yes
1. This teacher is pleasing and willing to help you	1	2	3	4	5
2. This teacher explains lesson assignments clearly	1	2	3	4	5
3. This teacher is interesting in presenting lessons	1	2	3	4	5
4. The teacher is fair and impartial to all students	1	2	3	4	5
5. This teacher is fair in disciplinary actions. (Punishing)	1	2	3	4	5
6. The teacher gives the students the choice of topics for discussion, assignments, reports, etc.	1	2	3	4	5
7. The teacher gives credit for effort, no matter how well or how poorly you may do	1	2	3	4	5
8. This teacher has control in the classroom	1	2	3	4	5
9. This teacher has the respect of the students	1	2	3	4	5
10. This teacher gets cooperation from students to participate in class activities	1	2	3	4	5
11. This teacher shows consideration for your feelings	1	2	3	4	5
12. This teacher is well prepared for class	1	2	3	4	5
13. This teacher is good-natured, pleasant, and patient	1	2	3	4	5
14. This teacher's dress and appearance are neat, clean and attractive	1	2	3	4	5
15. This teacher's grading system is a fair measure of what you have learned	1	2	3	4	5
16. This teacher is teaching you interesting and useful things	1	2	3	4	5
17. The teacher is supportive of students outside the classroom and after school. (i.e., basketball games, cheerleading, dances, and other extra-curricular activities)	1	2	3	4	5
18. The teacher is well received in the community	1	2	3	4	5
19. I'd like to have this teacher again.	1	2	3	4	5

20. What do you like best about this teacher?

21. What do you like least about this teacher?

Aleutians East Borough School District
STUDENT INPUT ON TEACHER, PRINCIPAL
OR STAFF PERFORMANCE

RATE AS 1 = ALWAYS TO 5 = NEVER

1) Can and does answer my questions.
1 2 3 4 5

2) Keeps the class/school organized.
1 2 3 4 5

3) Solves discipline situations fairly.
1 2 3 4 5

4) Interacts in a friendly, respectful, positive way.
1 2 3 4 5

5) Keeps us informed of news and changes.
1 2 3 4 5

6) Is reliable, dependable and dedicated to student success.
1 2 3 4 5

7) Sets a good example of work habits, attitude, appearance.
1 2 3 4 5

8) Sets high standards.
1 2 3 4 5

Comments:

Sample A:
Student Survey³⁴

The teacher:

1. Is kind and friendly.

*(symbols such as smiley faces would
be used on actual form)*

2. Shows me how to do new things.

3. Helps me when I need help.

4. Tries to make work interesting.

5. Listens to me.

Sample B:
Student Survey

The teacher:

1. Is courteous and respectful of me.

YES

NO

NA

2. Uses words I can understand

YES

NO

NA

3. Treats me fairly.

YES

NO

NA

4. Is usually well-prepared to work with me.

YES

NO

NA

5. Explains expectations clearly to me.

YES

NO

NA

Sample C:
Parent Survey

The teacher:

1. Communicated classroom expectations clearly.

YES

NO

NA

2. Made me feel comfortable about asking for information.

YES

NO

NA

3. Listened with an open mind to my suggestions and information.

YES

NO

NA

4. Has been helpful in providing me with information/suggestions on how I can help my child.

YES

NO

NA

5. Communicates effectively with me about my child's progress.

YES

NO

NA

³⁴ Beers, Carol, et al, *Politics of Teacher Evaluation Systems*, NEI, July 1996

Parent Forms

Aleutians East Borough School District
PARENT EVALUATION OF TEACHER, PRINCIPAL OR STAFF

0 = DISAGREE, 5 = AGREE

1) Is accessible and keeps me informed of my child's performance.

0 1 2 3 4 5

2) Provides for individual student differences - helps all students.

0 1 2 3 4 5

3) Demands high standards of conduct and self-control.

0 1 2 3 4 5

4) Keeps students on task and interested in the subjects.

0 1 2 3 4 5

5) Is concerned for students success and keeps an orderly, businesslike classroom.

0 1 2 3 4 5

6) Interacts with people in a positive friendly way.

0 1 2 3 4 5

7) Is a positive role model.

0 1 2 3 4 5

8) Keeps a productive professional relationship with parents.

0 1 2 3 4 5

Please list comments on opposite side.

Kuspuk School District
PARENT QUESTIONNAIRE

Please check one response per question and feel free to comment under any question.

Yes No Don't
Know

1. Have you personally met this teacher?

Comments:

2. Have you visited this teacher's classroom?

Comments:

3. Do you feel I have kept you informed of your child's progress and/or classroom problems?

Comments:

4. Do you feel free to contact me about any questions or problems?

Comments:

5. Do you feel you child's completed work is being sent home on a regular basis?

Comments:

6. Is your child enthusiastic about my class?

Comments:

7. Do you feel your child has shown improvement this year in the areas of:

- A. Reading
- B. Math
- C. Social Studies
- D. Science

Comments:

Yes No Don't
know

8. Do you feel my classroom is attractive with samples of the children's work on display?

Comments:

9. Are you satisfied with the conferences you have had with me?

Comments:

10. Do you feel I am friendly and receptive to your visits and assistance?

Comments:

11. Do you feel your child's homework is adequate?

I offer the following suggestions in order that the school or you class will better meet the needs of my child.

(Peterson)
PARENT FORM

Teacher's name _____

Your child's teacher has asked for a survey of parents so that he or she can see your opinions. Please check the following items that describe your experience with the teacher. No individual parents will be identified with these survey forms. Thank you for helping.

- | | | |
|--|-----|----|
| Have you asked the teacher for: | Yes | No |
| 1. An overview of class content and goals? | | |
| 2. Description of student's progress? | | |
| 3. Ideas for home support of learning? | | |

- Has the teacher provided you with
4. An overview of class contents and goals?
 5. A description of the child's progress?
 6. Ideas for home support of learning?

- | | | | |
|---|-----------|----|------------|
| For each of the following, circle the number that best describes your opinion: | Yes | No | Don't know |
| 7. Did your child seem to know what was expected of him or her in this class? | 5 4 3 2 1 | 0 | 0 |
| 8. Did the classroom work seem to be the right challenge, not too hard or too easy? | 5 4 3 2 1 | 0 | 0 |
| 9. Were you satisfied with your daughter's or son's overall classroom experience as provided by this teacher? | 5 4 3 2 1 | 0 | 0 |

Comments for teacher (and for the professional file if he or she chooses.)

Community Surveys

Yukon/Koyukuk School District
Community School Committee (CSC)
ASSESSMENT OF SCHOOL ADMINISTRATOR

(Same form for Staff Assessment of Administrator)

Please take a moment to provide me with your input concerning my role as the school administrator as you see it. It is assumed that everyone has strong qualities as well as areas for improvement. It is important that you fill out both areas as they will help me improve my service to this school. This assessment is for my self-improvement only.

1. Areas of Strength

2. Areas for Improvement

I would like to meet with you to discuss the assessment: Yes_____ No _____

Signature_____ Date _____

Where can I get more information?

Chapters 8 and 10 of Peterson's *Teacher Evaluation* are excellent sources of ideas on obtaining information from students and parents. Reporting districts may also be contacted.

c. Peer Evaluation

What is required?

AS 14.20 requires that other teachers have an opportunity, along with students, parents and others, to provide information on the performance of the teacher or administrator under review.

What is “best practice”?

Again, Peterson provides the most up-to-date survey of research and expert opinion on peer evaluation. He defines peer evaluation or review as the “process in which teachers use their own direct knowledge and experience to examine and judge the merit and value of another teacher’s practice.” Although citing substantial benefits from using peer review, both for the reviewers and the teachers reviewed, he cautions that the most frequently-used form of peer review—classroom visitations—are unreliable due to “the few number of observations, judgments based on political considerations or friendships, and over-reliance on style preferences that have little to do with the objectives of teaching.” With respect to summative evaluation purposes, he quotes Centra’s warning that “colleague ratings of teaching effectiveness based *primarily* on classroom observation would in most instances not be reliable enough to use in making decisions on retention and promotion.”³⁵

In place of classroom visitation, Peterson recommends peer review of instructional materials such as:

Curriculum outline	Results of quizzes and tests
Schedules and timelines	Grade records
Sample instructional materials	Audiovisual and computer instruction
Reading lists	descriptions
Video and audiotapes	Lesson plans
Activity descriptions	Examples of written feedback
Tests	Classroom rules and discipline procedures
Comparisons with other similar classes	Handouts and worksheets
Examples of student work	Diagrams and photographs of room
	Messages sent to parents

What are some examples of actual district peer review processes?

Of the districts submitting information, Juneau had the most developed peer evaluation system. The forms and procedures used are reproduced below.

³⁵ Peterson, op. cit., p. 102

Juneau School District
PEER EVALUATION

Background

Beginning in 1986, the Juneau School District began to seek ways to improve the quality of the evaluation process for its staff members based on peer coaching methods. A committee representing teachers and administrators worked from various models to develop a simplified process where a team of tenured, self-motivated teachers could work together to improve their teaching skills.

The Peer Evaluation model is meant to be an alternative for those tenured staff members who voluntarily wish to participate. Peer Evaluation does not remove the administrative responsibility from a supervisor to continue to monitor standard employee behavior. Rather, the model was developed to assist competent and tenured teachers in growth and professional development in new skills and techniques, using the resource of our competent staff.

In 1992, a group of 15 teachers in four schools worked on the first model of Peer Evaluation. The following packet of materials was developed by Cristine Crooks, Susan Baxter, Karen Mitchell, Sarah Burns, and Sherrie Chrysler.

The purpose of this packet is to provide a blueprint to other teachers for implementing Peer Evaluation.

Peer Evaluation

The main components of the program are:

- Forming a team
- Setting goals
- Observations
- Conferencing (pre- and post- observation)
- Written evaluation

Requirements for Peer Evaluation are:

- Teachers must be tenured and participate voluntarily.
- Participants must be willing to schedule pre- and post-conferences and observations.
- Logistical support to the teams for the necessary release time to conduct observations and conferences must be provided by the building or district
- The Building Administrator(s) agrees that this process will be an appropriate evaluation process for the matched teachers.
- The Administrator(s) must meet with the team and sign the final evaluation.

Forming A Team

The success of Peer Evaluation will be directly dependent on the strength of the team. A team is two or more staff members who work together to set goals, observe each other, provide feedback and written evaluations.

Tips for forming a team

Team selection needs to be voluntary, not pre-arranged. The district should make available a list of people who are interested in Peer Evaluation from around the district so that compatible teams can be formed. (Note: extra time may be needed to schedule inter-school teams and may be limited by available funding and/or flexibility of levels.)

1. Teams should have similar educational philosophy and/or point of views.
2. It may be advantageous to mix experienced with less experienced teachers.
3. Teams should be formed in September or as early in the school year as possible.
4. Each team will be responsible for:
 - planning a schedule of observations. (Recommended: 2 observations).
 - arranging for travel time (if between buildings)
 - planning for substitute sharing (how to schedule movement efficiently to maximize time)
 - making substitute plans for the time a substitute covers your class
 - providing a written narrative for team members

Setting Goals

Goal setting is a process of determining areas of possible improvements in skills or techniques used in the classroom.

Tips for Realizing Your Goals

1. Be sure your goals are *your* goals.
2. Put your goals in writing.
3. Goals must be realistic, specific, measurable, and compatible with each other.
4. Realize that goals can be revised and changed.
5. Set a target date for accomplishing each goal.
6. Prioritize your goals--work the hardest on the most important.
7. Break big goals down into subgoals. Reward yourself for completing these subgoals.
8. Put up goal and subgoal reminder signs.
9. Set goals beyond goals.

taken from

--Master Teacher "Motivation + Plus" McPhail

Suggested Ways for Determining Goals

1. Write down what you do well and enjoy most in the classroom.
2. Write down issues and things you are frustrated with. (These could become goals.)
3. Talk to your team mates for 3 minutes about the worst thing that happened to you in teaching. Is there something you could work on to help prevent this from happening again?
4. Have an informal observation with a team member. Brainstorm a list of things which might need improvement.
5. After conferencing, perhaps work on agreed upon goals.
6. Be sure to put your goals in writing. The goals need to be measurable. Determine how you will measure them.

Observations

Trust Building: An Informal Pre-observation

An informal pre-observation may be helpful to orient the peer evaluator so that room arrangements, management systems class room organization, and other things which may be distracting during an observation, can be addressed.

1. Discuss before the visit how the room is set up, what the teacher/student expectations are, what special programs happen during the day, etc.
2. Arrange a time for the visit.
3. Visit with no agenda.
4. Try to get a feel for how the room is set up.
5. Try to observe kids moving from task to task.
6. The prospective peer evaluator could experiment with scripting or other evaluation techniques to practice and improve as an evaluator during the observation.
7. Post-observation: share experiences with host

Conferencing

Conferencing is the heart of Peer Evaluation. In conference sessions team members work together to understand each others' goals, to provide data collected during observations, and provide feedback which will help the teacher reach stated goals..

Through a minimum of two classroom visits, team members:

- Have a pre-conference (what observable part of the goal will be looked for)
- Make a formal observation (record observations pertaining to the stated goal(s))
- Have a post-conference (discuss what was seen, give suggestions and help revise goals)

Pre-conferencing

In the pre-conference the team members focus on the specific goal which is being worked on. The team discusses and plans:

- what special data that observer will look for and record,
- the method of data collection* (written notes, anecdotal record, video recording, photos, etc.)
- what specific information will be most helpful to observer to know ahead of the observation in the classroom (i.e. scheduling, learning abilities of certain students, seating, activities)

*The method of data collection used should be the most efficient one possible to get the most out of the observation with a minimum of disruption to the class. Information recorded should be actual words and actions of the teacher and students (no paraphrases, opinions or suggestions). The data collection method should be pre-determined and approved by the teacher being observed. All copies of the data collected will be left with the teacher, for review.

Observations

An observation is a 20-30 minute session spent in a classroom collecting data based upon the specific, pre-determined goals set by the teacher during the pre-conference.

The observation should be scheduled for a minimum of two times each year. Substitutes (or other methods determined to cover teachers' classrooms) are the responsibility of the building administrator.

Recommended Schedule

- Informal observations/session (1/2 day for team)
- 1st observation (2 hrs)(fall) (pre/observation/post)
- 2nd observation (2 hrs)(winter) (pre/observation/post)
- Team post-conference session (1/2 day for team)

Post-conferencing

In post-conferencing,

1. The team meets in a non-interruptive, relaxing situation within the same day (or the following day) to receive feedback and analyze the lessons observed.
2. The observer reports on data collected.
3. The teacher and observer exchange information based on the observer' collected data.
4. The teacher and observer discuss the steps needed to meet the objectives of the goal

In order to gain maximum opportunity to share with your peers:

1. Schedule post conference when substitutes are available
2. Schedule without confined time constraints.(end of day?)

The post-conference provides a time for the team to verbally share what was observed. The written evaluation should then document the post-conference in a narrative. It can be written at the end of the second post-conference.

Written Evaluation

The written evaluation is the final document.

It should include:

- a 1 to 2 page summary or reflection of the individual's growth toward stated goals. (See sample Narrative)
- the dated Peer Evaluation Checklist
- the Peer Evaluation Form (including any revised goals)

The post-conference provides a time for the team to verbally share what was observed. The written evaluation should then document the post-conference in a narrative. It can be written at the end of the second post-conference.

The written evaluation should be signed by:

- the team members
- the building administrator

Two copies of this written evaluation are made:

- One to be filed in the evaluatees' personnel file.
- One copy should be kept by the evaluatee.

Possible questions for reflection in the narrative might include

1. What did I want to find out about myself as a teacher? (goals and objectives)
2. What was observed? (narrative by team members)
3. What did I learn?
4. What are my next steps?

Peer Evaluation Check List

Date	Activity	Initial
_____	Make commitment to Peer Evaluation	_____
_____	Form Team	_____
_____	Set Goals	_____
_____	Meet with your team to discuss goals and plan observations (formal and informal)	_____
_____	Principal review goals and accept plan	_____
_____	Arrange for substitute schedule	_____
_____	Informal observations	_____
_____	Pre-conference	_____
_____	First Observation	_____
_____	Post-observation	_____
_____	Repeat pre-conference/observation/post conference observations twice before March 15	_____
_____	Complete Evaluation document	_____
_____	Final Conference	_____
_____	Sign-off by principal	_____

Sample for Narrative

It might include

1. What did I want to find out about myself as a teacher (goals and objectives **by evaluatee**)
2. What was observed? (narrative **by team members**) (1-2 pages)
3. What did I learn?(**by evaluatee**)
4. What are my next steps? (Do you have revised goals?) (**by evaluatee**)

Juneau School District
PEER EVALUATION FORM

Evaluatee _____ Position _____

Evaluators _____ Positions _____

Date of Initial Pre-Conference _____

Date of Final Post-Conference _____

Goal(s): Be specific and explicit.

Action plan: State steps or activities that will be conducted to work toward achievement of the goal(s).

Assessment of Results: Attach Narrative

To be completed by Evaluatee and reviewed by Evaluators

Check one:

_____ Goals Fully Achieved _____ Goals Ongoing (attach next steps)

Reviewed by evaluators:

Concur with Assessment

Administrator

PEER REVIEW OF DOCUMENTS

Although no reporting district used peer review of teacher-produced documents, Peterson gives detailed instructions for such a review:

Reviewers

Peer review teachers should volunteer for the service... An agreement should be made ahead of time that reviewers can borrow ideas from the reviewee owner. This is a considerable benefit for the reviewers and can disseminate good practice.

Appointments should be made by a knowledgeable, neutral agency such as a district Teacher Evaluation Board...The Teacher Review Panels should identify a pool of reviewers for consideration by the board...Reviewers should have knowledge of the school conditions and students under consideration. However, care must be taken so that social and professional connections are avoided.

Review Procedures

Teacher materials are stored and submitted for review in boxes. Most often, one box (12 in. x 28 in x 8 in) is enough. For all but few extraordinary situations (e.g., oversized portfolios), two boxes is a reasonable limit. Boxes should be stored and delivered for review by the district Evaluation Unit, after submission by the teacher.

Boxes of materials are presented to the reviewers in an area where reviewers can spread out materials and talk over their findings. The work room should be comfortable and contain supplies such as paper pads, video and audiotape equipment, slide projectors, and computers. The review area should have privacy and not be disturbed by outside distractions. The respect given to the work area should be commensurate with that deserved by the process of peer judgment of colleagues.

Time control is important for reviewers to have. Reviewers should decide the optimum arrangements for their work...Significant teacher resistance to increased evaluation stems from lack of respect for teacher needs and preferences.

Report forms

Two feedback forms are used in peer review of materials. The first form is for the professional evaluation dossier...Following the review, this form is examined by the teacher, who then decides on what is to be done with it. If the teacher chooses it for her professional dossier, two copies are made by the Evaluation Unit: one for the dossier and one for the teacher. If the teacher decides that the summary

form will not be used in the dossier, both copies are given to the teacher and no further records are kept.³⁶

³⁶ Ibid., pp. 107-110

Peterson
PEER REVIEW OF MATERIALS SUMMARY FORM

REVIEWERS:

After examination, review, and deliberation concerning the instructional materials submitted by _____ of _____, we conclude that this teacher is:

_____ Well functioning, contributing.

_____ Well functioning, contributing AND shows exemplary practice in these areas:

_____ Not well functioning in these respects:

Signed

Review supervised by _____

Peterson
PEER REVIEW OF MATERIALS SUMMARY FORM
(Completed Sample)

REVIEWERS:

Betsey Jenkins, 1st grade teacher, Sattursby School, King City School District
Kent Hyret, 1st grade teacher, Glen Eden Elementary, School, King City School District
Esther Morane, 1st grade teacher, Fredericks Elementary School, King City School District

After examination, review, and deliberation concerning the instructional materials submitted by ANNE MARLOWE of Woodside Elementary School we conclude that this teacher is:

_____ Well functioning, contributing.

XX Well functioning, contributing AND shows exemplary practice in these areas:

1. Excellent communication with parents, consistent, positive, readable, ideas
2. High degree of organization in instructional materials, sequences, timetables
3. Many creative activities; a variety of activities to teach skills
4. Excellent at-home reading program
5. Nice incorporation of reading throughout your program
6. Excellent use of webbing in which concepts in various curricular areas are related to each other in students learning
7. Art activities supplement rather than supplant the core curriculum
8. Remarkable fit with District core curriculum goals
9. Strident work samples show student individuality and choice
10. Record keeping (to be passed on to 2nd grade teachers) is outstanding
11. Your children must love school!!

_____ Not well functioning in these respects:

d. Teacher Self-Evaluation

Asking teachers to reflect on and evaluate their own performance is a fairly common practice, particularly in evaluation systems which focus on improvement of instruction.

What is required?

Neither state statute nor regulations require teacher self evaluation to be included in the district's evaluation system.

What is "best practice"?

Teacher self-evaluation as a powerful technique for formative evaluation has received considerable attention recently, most notably in the work of Gullickson, Airasian and others for the Teacher Self-Assessment Program at CREATE. Full-text materials developed by the project are found on the CD-ROM accompanying this *Handbook*. Pertinent sections are reproduced below.

Airasian describes teacher self-evaluation as "a process which teachers can use to make judgments about the adequacy and effectiveness of their own knowledge, performance, beliefs and effects for the purpose of self-improvement."³⁷

In self evaluation, it is the teacher, not the external evaluator, who guides the collection, interpretation, and decision-making about his or her own practice.

According to Airasian, self-evaluation focuses on teachers':

Beliefs: What do teachers believe about education, teaching, and learning, and how are these beliefs reflected in practice?

Knowledge: How much do teachers know about educational innovations and strategies and what areas of knowledge need strengthening?

Performance: How well do teachers carry out the practices and performances needed to plan, deliver, and assess instruction and learning?

Effects: How much do teachers know about the effects of their beliefs, knowledge, and performance on student learning?³⁸

He and his colleagues elaborated on strategies which teachers can use to examine their own professional performance in the October, 1994, issue of Evaluation Perspectives:

³⁷ Airasian, Peter W., *Teacher Self-evaluation*, NEI, July, 1996

³⁸ Ibid.

- Self-reflection Tool
Checklist, scaled instrument, or questionnaire completed by self
- Media Recording
Video or audio, often used in conjunction with an observation tool
- Feedback Tool
Checklist, scaled instrument, questionnaire, or journal completed by students, parents, supervisors, or peers
- Soliciting Informal Feedback
Questioning and interacting with students, parents, peers, and supervisors
- Portfolio Preparation
Dossier of materials that reflect teaching performance
- Analysis of Student Performance Data
Use of tests, assignments, and classroom assessment exercises, as well as direct observation of students
- Observation of Teaching Performance by an External Observer
Gaining feedback from supervisors or peers as a result of their direct observation of teaching
- Observation of Other Teachers
Gaining insight or ideas regarding own teaching as a result of comparing own performance to that of other teachers
- Collegial Dialogue
Formal and informal sharing of experiences and joint problem solving
- Analysis of Practice
Personal journaling, lesson plan analysis, documenting/indexing significant events and outcomes
- Engaging in Continuing Education Practices
Attending formal inservices and classes, consulting the professional research/literature³⁹

Although teacher self-assessment is a potentially important tool in the professional development of teachers, CREATE's Teacher Self-Assessment Program found that:

formal self-assessment practices are infrequently used by teachers...most self-assessment is informal, reflective in nature, and ad hoc in occurrence. For example, most teachers say they "sense" when a lesson is not going well, do an ad hoc assessment of what isn't working, and change strategies in midlesson...Many teachers have refined their ability to informally self-assess but still desire more carefully planned, thoughtfully structured, formal self-assessments.⁴⁰

The project identifies two characteristics of formal self-assessment: (1) a clear expectation for systematic data gathering and interpretation and (2) a strategy to validate self-assessments using credible external evaluative sources.

³⁹ Arlen Gullickson, A., Airasian, P. and Assaff, E., *Self-Assessment "Tool Kit" Designed To Help Teachers Analyze Practice*, Evaluation Perspectives, Vol. 4, No. 3, October 1994

⁴⁰ Ibid.

What are some examples from districts of teacher self-evaluation processes?

No reporting district presented examples of teacher self-evaluation. However, the CREATE materials provide some examples taken from actual districts and several tools which could be adopted by districts. Also, in districts which use a professional goal setting model for self-improvement plans, some form of teacher self-evaluation is assumed.

(Airasian)
TEACHER SELF-EVALUATION⁴¹

Example 1: An Administrator Initiated and Supported Teacher Self-Assessment Activity

1. Administrator and teacher collaborate to determine an area of teaching that could use improvement.
2. After an agreement has been reached, the administrator selects another teacher in the building who exhibits superior teaching performance in the area that the first teacher would like to strengthen.
3. The administrator agrees to teach the first teacher's class allowing that teacher the time to observe the "expert" teacher instruct.
4. After the first teacher has had an opportunity to consult with the "expert" teacher and incorporate new teaching strategies into his/her instruction, the administrator teaches for the "expert" teacher so s/he can observe the first teacher during class time.
5. Afterwards the first teacher and the "expert" teacher (and perhaps the administrator) confer again to assess how the improvement strategies are progressing. Additional goals are set for continued improvement in the area of concern.

Example 2: Teacher Self-Assessment Through the Analysis of Test Results

An often overlooked source of information about teaching success that can be a stimulus to improve teaching knowledge and skills is analysis of test results, particularly those of standardized tests. Such analyses can be very helpful as a means to address not only student problems but also instructional weaknesses. Standardized tests are attractive as a beginning point because the test publishers routinely provide students' results in aggregate and/or disaggregated form to serve the needs of teachers and administrators.

Content areas where the class as a whole or a subgroup of students (e.g., boys or girls) does not perform at a desired level can initiate self-assessment. Analysis of data for a single class may identify several problem areas. Confirmation of the problem areas can be obtained by review across classes and years. Once a problem area is targeted, the teacher asks, "What is it about what I know or do (e.g., my knowledge or my skills in presentation) or in the instructional setting that could be changed to improve student learning?"

Thus, once a problem area is targeted, the teacher moves from the test results to analysis of his or her teaching program. Here all aspects of the instruction ought to be considered.

⁴¹ Ibid. The basis for the first example was provided by a teacher who participated in the teacher self-assessment focus group interview that took place at West Middle School in Portage, Michigan, on October 5, 1993.

The teacher's knowledge and skill in teaching is part of the analysis issue, but the problem may also be due to other factors such as amount of time on the topic, curriculum coverage, poor quality in commercially available materials, or even lack of student effort.

This analysis of instruction can be either retrospective or prospective and routinely would include (a) a contingency analysis to determine whether the instruction as planned logically does lead to the desired learning and (b) congruence analysis to determine what actually occurs in instruction - whether it is consistent with plans and whether and in what regard the desired objectives were achieved.

A retrospective analysis would use extant materials such as textbooks, lesson plans, amount of time devoted to instruction, samples of student work (homework and tests), instructional aids (e.g., transparencies), and practices and guides used in the instructional process. Because we know the strong tendency toward self-denial or self-protection, this analysis is probably best conducted with a partner who is knowledgeable about the content and teaching practices.

A prospective analysis would probably use many of the same materials as well as some new ones, such as student reactions and classroom observations, but would occur in the context of current teaching efforts. As such, many of the self-assessment activities would fit into the teacher's ongoing class preparation and delivery and thus probably would seem less like an add-on activity. However, the prospective strategy also carries some liabilities. If the areas to be addressed are identified a long time before the prospective assessment occurs, problem context may be forgotten in the interim. The general content problem may be remembered, but the specific, initially identified weakness may be forgotten. Also, if the teacher's knowledge or the instructional strategy is poor, the prospective analysis will uncover the problem at the point when the topic or concept is to be taught or has just been taught, leaving little time to rectify personal knowledge or skill.

Additional advantages of this strategy include:

1. Administrators can stimulate this type of activity at the school level. Targeted areas can be identified across teachers and grades to help integrate curriculum and instructional strategies at the same time as opportunities are used for individual staff development.
2. Group efforts can provide a collegial focus on self-assessment and mutual reinforcement to carry through.
3. The strategy opens the door to student involvement both in analysis of the test data and in analysis of the learning situation. For example, several students who took the exam could be invited to participate in the identification of problem areas and in analyzing the instructional approach used. Their inclusion provides an opportunity to develop a sense of a learning community with students (and perhaps with parents as well).

4. By carefully choosing the nature of test reports, the analytical skills needed by teachers can be kept to a minimum and the attention of teachers can be quickly focused on identifying target areas of concern.
5. The process can be employed by all teachers. Thus, teachers who engage in this process will not be singled out as persons in trouble.
6. The process begins by using extant data. As such, self-assessment begins with the interpretation of data rather than the gathering of data. That is probably a more interesting way to begin.
7. The process provides an opportunity to apply a variety of strategies, because data can be brought to the issue from so many sources.
8. The process can be embedded in normal curriculum and classroom evaluation processes. As such, it more easily becomes an integral part of the teaching routine.

(Airasian et. al.)
PRACTICE/MEDIA RECORDING OR
EXTERNAL OBSERVER TOOL⁴²

This self-evaluation strategy focuses on important aspects of a lesson. It can be used by an individual teacher who could videotape and analyze his or her performance. It can be used by having a colleague or administrator sit in on the lesson and observe and record the teacher's performance in light of the selected important aspects listed below. If an observer were used, it would be helpful for that person to have some idea of the focus of the lesson.

Directions: Observe the teacher's performance during the lesson in terms of the following criteria. Rate each criterion as "excellent", "good", or "needs improvement" by writing an X under the appropriate category. If possible, jot down suggestions or significant observations to point out to the teacher later.

Activity	Excellent	Good	Needs Improvement
<ul style="list-style-type: none"> • Appropriateness of topic for students • Materials ready at start of lesson • Groups performed or formed efficiently • Goals and purpose of lesson explained • Procedures for cooperation explained • Desired group activities explained • Smooth transition into group activities • Lesson ended with summary or directions for continuation 			

Other comments on strong and weak points of the lesson.

⁴² Ibid.

(Airasian, et. al.)
PRACTICE OR EFFECTS/STUDENT FEEDBACK TOOL⁴³

The minute survey is a flexible and simple strategy for getting feedback from pupils regarding various aspects of classroom activities. To conduct a minute survey, the teacher sets aside 2 or 3 minutes at the end of the class to survey the students about some aspect of the lesson. The teacher asks each student to take out a piece of paper (or, in early grades, raise their hand or make some indication) and poses one or two questions to the class about the lesson. Students respond anonymously. For example, the teacher might ask the students to do one or two of the following activities:

1. Write two things they learned from the lesson.
2. Write one question they would like to have answered about the lesson.
3. Indicate whether they would like you to spend more time on this lesson.
4. State how confident they are about doing tonight's homework on this lesson.
5. Rate the success of the example presented to reinforce the lesson's main point.
6. Rate how well the reading assignment prepared them for today's lesson.
7. Solve one or two problems or calculations similar to those taught in the lesson.

There are, of course, many other questions a teacher could ask pupils about a lesson, an assignment, a homework exercise, a field trip, a video presentation, a demonstration, or even a test. However, to make the use of the minute survey most informative, the following guidelines should be followed.

1. Let students reply anonymously.
2. Keep the amount of writing requested of the students small. Don't ask students to write responses to 4 or 5 questions. The minute survey is meant to be completed in a short time and hence should focus on one or two aspects of the lesson.
3. Before reading over the responses to the minute survey, try to answer the question yourself, based on your perception of the lesson. For example, what do you (the teacher) think will be the two most important things most students will say they learned, or the one question most students will want answered, or how well the example you showed helped students to learn? Answering the question yourself will provide a check on your observational impressions in light of students' actual responses.

⁴³ Ibid.

4. Read the responses; compare them to your own prediction and, depending on the responses, use the information to reteach, answer questions, reexplain, or move on to the next topic.

(Airasian, et. al.)
KNOWLEDGE/SELF-REFLECTION TOOL⁴⁴

This self-evaluation strategy asks you to rate your knowledge of some educational processes or activities. For each process or activity, indicate how familiar you are with *how it could be applied in a classroom* by circling one of the following terms:

very familiar somewhat familiar heard of the term unfamiliar

How familiar are you with the classroom implications and applications of

alternative assessment	very familiar	somewhat familiar	heard of the term	unfamiliar
inclusion	very familiar	somewhat familiar	heard of the term	unfamiliar
multiple intelligences	very familiar	somewhat familiar	heard of the term	unfamiliar
portfolios	very familiar	somewhat familiar	heard of the term	unfamiliar
inquiry teaching	very familiar	somewhat familiar	heard of the term	unfamiliar
action research	very familiar	somewhat familiar	heard of the term	unfamiliar
advanced organizer	very familiar	somewhat familiar	heard of the term	unfamiliar
constructivism	very familiar	somewhat familiar	heard of the term	unfamiliar
higher order thinking skills (HOTS)	very familiar	somewhat familiar	heard of the term	unfamiliar
metacognition	very familiar	somewhat familiar	heard of the term	unfamiliar

Which of these processes/activities do you most want to learn about?

Where or to whom in your school district would you go to get the information you want?

⁴⁴ Ibid.

Where can I get more information?

The accompanying CD-ROM contains the following full-text documents on teacher self-evaluation.

Self-Assessment In Narrative/Qualitative Studies. Airasian, P. W. (1993, April). Paper presented at the annual meeting of the National Council on Measurement in Education, Atlanta.

Teacher Self-Evaluation: Overview. Airasian, P. W., & Gullickson, A. (1993, June). Paper presented at the second annual National Evaluation Institute, Kalamazoo, MI.

A Model Of Teacher Self-Assessment. Sanders, J. R. (1993). Paper presented at the annual meeting of the American Evaluation Association, Dallas, TX.

Self-Assessment Tool Kit Designed To Help Teachers Analyze Practice. Gullickson, A., Airasian, P., & Assaf, E. (1994, October). CREATE Evaluation Perspectives, 4(3).

Teacher Self-Evaluation Tool Kit, by Airasian and Gullickson, is included in the Evaluation Resource Kit available from the Department of Education.

Haertel provides a more detailed definition of self-evaluation, selected highlights from the development of self evaluation as a component of teacher evaluation and a list of techniques used in TEMP Memo 13 from CREATE's Teacher Self-Assessment project.

E. Specialist Evaluations

Most attention in evaluation has been paid to classroom teachers. However, districts employ other, non-teaching professional staff—such as counselors, librarians, resource teachers—who also need to be evaluated.

What is required?

AS 14.20.149 requires that a district’s evaluation system apply to “all the district’s certificated employees except the district’s superintendent.” Therefore, districts must make provisions for evaluation of non-teaching certificated staff. As with teachers and administrators, this evaluation “must be based on observation of the employee in the employee’s work place,” and “students, parents, community members, teachers and administrators” must have the opportunity to provide information on the performance of these employees.

What is “best practice”?

According James Stronge, Director for CREATE’s Professional Support Personnel (PSP) Evaluation Model Project,

The accountability movement of the 1970s resulted in many states mandating evaluation of all certificated employees, not just teachers. Unfortunately, the reality of these mandates was often that professional support personnel (noninstructional, nonadministrative professionals) were evaluated using either informal or inappropriate criteria extrapolated from those used with teachers.⁴⁵

The PSP Model is intended to overcome this deficiency. As developed by Stronge and associates, the model focuses primarily on the following major categories of personnel:

- pupil personnel services (e.g., counselors, school psychologists, social workers, school nurses)
- instructional support services (e.g., deans, work-study supervisors, librarians/media specialists)
- academic/curriculum development services (e.g., directors, coordinators, content specialists, consultants)

The model contains the following generic steps:

Step 1: Identify System Needs. Each educational organization has specific needs that are related to the organization’s mission and are met through various support personnel positions. A systematic examination of the needs of the organization’s constituents will help clarify its mission and purpose. Determining the needs of

⁴⁵ Stronge, J., Helm, V. and Tucker, P., *Evaluating the School’s Nonteaching Professionals: Evolution of a Practical Model*, Evaluation Perspectives, Vol. 3, No. 3, September, 1993

the organization is a prerequisite for all remaining steps if the evaluation process is to be relevant to the organization's mission.

Step 2: Relate Program Expectations to Job Responsibilities. Accurate and appropriate descriptions of job responsibilities can be developed only from clear statements of organizational goals and philosophies. Once organizational goals are determined, then it is only sensible to relate program expectations to position expectations (i.e., duties of the educator).

Step 3: Select Performance Indicators. Because job performance must be reflected in behavior in order to be evaluated, this step involves the identification and selection of behaviors that are reflective of the previously identified job responsibilities. While job responsibilities are intended to capture the essence of the job, it is difficult, if not impossible, to document the fulfillment of the job responsibilities without some measurable indication of their accomplishment. Thus, to give meaning to these broader job responsibilities, it becomes necessary to select a sampling of performance indicators that are both measurable and indicative of the job.

Step 4: Set Standards for Job Performance. Setting standards involves determining a level of acceptable performance. Because of program needs, available resources, the purpose of a specific position, and a variety of other factors, standards of performance will vary from position to position and from organization to organization. The PSP evaluation system offers a method of setting standards rather than attempting to prescribe specific standards of performance.

Step 5: Document Job Performance. Documentation is the process of recording sufficient information about job performance to support ongoing evaluation of the staff member and to justify any personnel decisions based on the evaluation. Documentation procedures rely on multifaceted data collection techniques including observation, questioning, and analysis of artifacts of performance.

Step 6: Evaluate Performance. Evaluation is the process of comparing an individual's documented job performance with the previously established performance standards. The conference itself is an occasion for candid communication between supervisor and employee. Identification of discrepancies between standards and performance and discussions of reasons for those discrepancies is the primary but not the sole focus of the conversation. Emphasis on areas for improvement or on new objectives will vary, depending on the stage of the evaluation process (i.e., whether the current evaluation is formative or summative).⁴⁶

⁴⁶ Ibid.

Step 7: Improve and Maintain Professional Service. With an emphasis in the evaluation process on both improvement and accountability, Step 7 brings the process full cycle.⁴⁷

The PSP model is based on areas of responsibility which define the work of specialist personnel and which delineate specialist duties from those of classroom teachers. These areas may be useful to districts as they establish performance standards for specialist personnel. Because of the varied responsibilities identified, the model relies on multiple sources of information for evaluation, as indicated in the following table:

Areas of Responsibility	Description	Documentation Technique⁴⁸
Planning/Preparation	Engaging in activities that prepare for implementation of the existing program or facilitate change in the program and its implementation	* Expert review of program plan, evaluation procedures, and budget *Observation of participation in meetings *Self-assessment
Administration/Management	Organizing, directing, or coordinating programs that include responsibility for budgeting, staffing, reporting and other similar activities	* Client surveys on the efficiency and effectiveness of service delivery *Review of activity log or summaries *Self-assessment
Assessment/Evaluation	Gathering and interpreting data from individuals, groups, or programs to evaluate needs and performance	* Expert review of records regarding assessment decisions and program evaluation
Intervention	Delivering direct services to students and other clients to improve skills/functional abilities or inform recipients	* Client surveys on the efficiency and effectiveness of service delivery *Review of activity log or summaries
Collaboration	Collaborating with school personnel and/or parents to assist with and coordinate the delivery of services to students within the school and between the school and its major constituents	* Client surveys on the efficiency and effectiveness of service delivery *Observation of duty performance *Self-assessment *Record review of contacts and outcomes
Staff Development	Facilitating the staffs achievement of desired professional goals	* Client surveys on the effectiveness of presentations and/or workshops
Professional Responsibilities/Development	Developing and improving individual competence and skill and delivering services consistent with professional standards	* Self-assessment * Portfolio assessment

⁴⁷ Stronge, J., Helm, V. and Tucker, P., *Evaluation Handbook for Professional Support Personnel*, CREATE, 1995, pp. 24-29

⁴⁸ adapted from Stronge, Helm, and Tucker.

Peterson, in *Teacher Evaluation*, also recommends using multiple and variable data sources for specialist evaluation, culminating in a professional dossier similar to the teacher dossiers described above. The final evaluation step would be a panel review of the dossiers to determine value and merit of contents. Peterson recommends that the panel membership be dominated by professional support personnel, but include teachers, administrators and parents.

The PSP model suggests that specialist evaluation include review of artifacts of performance, i.e., “the collection of written records and documents produced by the employee as a part of his or her job responsibilities”.⁴⁹ The authors suggest such documents as I.E.Ps, lesson plans for working with identified student groups and representative samples of student work. Additional artifacts suggested are:

- Reports generated and written
- Diagnostic evaluations
- Forms developed and/or used for record keeping; significant correspondence and memos
- Program plans
- Survey instruments developed to obtain needed information
- Schedules, logs, or calendars of activities; and materials created for instruction or presentation.

Alaska statute requires the observation of the specialist in his or her workplace. Specialist observation should be based on Steps 3 and 4 of the PSP model: selecting the performance indicators and setting performance standards. In addition, the following minimum criteria should be met:

- the various types of certificated and specialist employees should have input in designing their evaluation system, including how observations are handled
- observation should be limited to specific, definable categories of behavior
- observation results should be recorded in a systematic manner
- training, rating scales and other mechanisms should be used to help assure consistency across observers

Stronge, in the *Evaluation Handbook for Professional Support Personnel*, offers the following comments on observation of specialist personnel:

Support personnel spend much of their time engaged in activities that would be inefficient to observe (e.g., a speech pathologist conducting a screening test) or that would be in violation of the professionally and legally required confidentiality that must be maintained (e.g., a social worker or counselor discussing a student home situation). Nevertheless, despite the inherent and substantial limitations of observations for evaluating some support personnel, they can play a meaningful role in the data collection process.

⁴⁹Ibid., p. 32

Observation can be categorized into two basic types: systematic and incidental (Stronge & Helm, 1991). As an example of systematic observation, the evaluator conducts a semi-structured, planned observation of an employee who is tutoring individual students or presenting a program to staff. For positions where lesson or program presentations reflect planning and use of professional knowledge and skills, such observation has substantial validity as a means of documenting job performance. Systematic observation might also involve the observation of office routine or of time management skills.

Incidental observation is less direct and structured. It might include, for example, the employee's participation in faculty meetings in which the evaluator notes evidence of contributions to the discussion, articulate expression of ideas, insight, ability to relate to other staff in the meeting, and so forth. An important point to remember when compiling incidental observation data is to focus on specific, factual descriptions of behavior, events, or statements.⁵⁰

As with classroom teacher evaluation, specialist evaluation requires some opportunity for parents, students and other teachers to provide information on performance. Surveys may be the most cost-effective way of providing this opportunity for comment, but group interviews and focus groups (described under Student and Other Surveys, above) may also be helpful.:

Survey questions should be directed at the specific performance standards developed for each specialist area. Again, clients should be asked to comment only on those aspects of performance for which they can reasonably expected to have information and the maturity to form a considered opinion. Caveats concerning sample size, response rates and results analysis cited above in the section on classroom teacher evaluation apply equally to specialists. Also, like classroom teachers, specialists will need assistance in interpreting survey results.

What are some examples of actual specialist evaluation programs?

Of the districts reporting evaluation procedures, two (Kenai and Mat-Su) have relatively elaborate systems, including evaluation indicators, standards and rating scales, covering commonly-employed specialist personnel. Yukon-Koyukuk has an evaluation instrument for counselors. Districts are again cautioned that these forms were developed prior to the passage of HB 465 and do not necessarily meet all of the current requirements of statute or regulation.

The *Evaluation Handbook for Professional Support Personnel* has extensive professional duties and responsibilities listings for the following specialist categories:

- School Counselor
- School Psychologist
- School Nurse

⁵⁰Ibid., pp. 31-32

- Library Media Specialist

District committee can use these listings as a starting place for developing local standards. The complete *Evaluation Handbook for Professional Support Personnel* is included in the Resource Kit available from the Alaska Department of Education or from the address listed in the Resource section of this *Handbook*.

Kenai
Counselors

librarians

Special services specialists (e.g., OT/PT, speech pathology, psychologist)

**Matanuska-Susitna School District
NURSE PERFORMANCE STANDARDS**

NAME OF NURSE: _____

- | | | | | | | | |
|--|-------------|------------|-----------------|--|-------------|------------|------|
| <input type="checkbox"/> 1st Observation | Date: _____ | Time In: _ | Time Out: _____ | <input type="checkbox"/> 3rd Observation | Date: _____ | Time In: _ | Time |
| Out: _____ | | | | | | | |
| <input type="checkbox"/> 2nd Observation | Date: _____ | Time In: _ | Time Out: _____ | <input type="checkbox"/> 4th Observation | Date: _____ | Time In: _ | Time |
| Out: _____ | | | | | | | |

4—OUTSTANDING	3—EFFECTIVE	2—NEEDS IMPROVEMENT	1—INEFFECTIVE
HEALTH CARE DELIVERY			
GENERAL COMMENTS _____	Follows current standards of care when providing: emergency care, crisis intervention, prescribed treatments, and medications.	Inconsistently follows current standards of care when providing: emergency care, crisis intervention, prescribed treatments, and medication.	Rarely follows current standards of care when providing: emergency care, crisis intervention, prescribed treatments, and medications.
	Provides health counseling and referrals as indicated.	Inconsistently or selectively provides health counseling and referrals as indicated	Rarely takes the opportunity to provide health counseling and referrals as indicated.
INTERDISCIPLINARY COLLABORATION			
_____	Attends interdisciplinary meetings and contributes to the identification of at risk students.	Seldom or inconsistently works with staff to identify students at risk.	Has little or no participation with staff to identify students at risk.
_____	Communicates health needs of students to appropriate school personnel in a timely manner.	Communicates health needs of students to appropriate school personnel when prompted.	Does not communicate health needs of students to appropriate school personnel.
_____	Effectively communicates, identifies and/or recommends interventions and environmental adaptations to school personnel.	Ineffectively communicates, identifies and/or recommends interventions and environmental adaptations to school personnel.	Does not communicate with school personnel regarding interventions and environmental adaptations.
_____	Demonstrates knowledge of and/or cooperation with community agencies.	Demonstrates limited knowledge of and/or cooperation with community agencies.	Lacks knowledge of and/or does not cooperate with community agencies.
HEALTH EDUCATION			
_____	Shows respect, warmth and concern for students.	Selectively treats students with respect, warmth, and concern.	Shows little or no evidence of respect, warmth or concern for students.
_____	Uses developmentally appropriate strategies to teach the principles of health promotion/disease prevention to individuals and groups.	Inconsistently uses developmentally appropriate strategies to teach the principles of health promotion/diseases prevention to individuals and groups.	Shows little or no evidence of the use of developmentally appropriate strategies to teach the principles of health promotion/disease prevention to individuals and groups.

_____	Provides current resource information in health education for school personnel, students, and families, as appropriate.	Provides limited or out of date information in health education for school personnel, students and families.	Does not share resource information with others.
RECORD KEEPING AND REPORTING			
_____	Initiates health records promptly and updates with current health data.	Initiates health records in an untimely manner and seldom updates.	Does not keep updated health records.
_____	Uses a follow-up method for tracking referred students (e.g., vision hearing, behavior).	Inconsistently uses a follow-up method for tracking referred students.	Shows little or no evidence of a tracking method.
_____	Completes necessary written reports in a timely manner (e.g., accident reports, TB and immunization reports, monthly reports).	Consistently needs prompting to complete reports.	Does not complete reports.
PROFESSIONAL GROWTH			
_____	Participates in opportunities for professional growth (e.g. conferences, courses, workshops, reading, institute, support groups, committees).	Occasionally avails oneself of opportunities for professional growth.	Does not participate in opportunities for professional growth.
PROFESSIONAL RELATIONSHIPS			
	Works cooperatively with members of the school staff, parents, students, and/or district personnel.	Frequently has difficulty in working with some members of the school staff, parents, students, and/or District personnel.	Has great difficulty working with members of school staff, parents, students and/or district personnel.
INTERPERSONAL SKILLS			
_____	Demonstrates sensitivity in working with a diverse population (e.g., different cultures, socioeconomic status, educational background).	Inconsistently demonstrate sensitivity in working with a diverse population (e.g., different cultures, socioeconomic status, educational background).	Has limited or no tolerance of diversity.
_____	Demonstrates sound professional judgment in handling confidential information.	Occasionally does not demonstrate sound professional judgment in handling confidential information.	Has little or no regard for confidentiality in handling sensitive information.
PROBLEM SOLVING			
_____	Recognizes problems and reacts accordingly.	Frequently does not recognize problems or does not react appropriately.	Does not recognize problems or react appropriately.
_____	Is open to discussion and feedback, considers some alternatives, and implements rational change.	Is reluctant to discuss and accept feedback, consider alternatives and accept feedback, consider alternatives and implement rational change.	Reacts negatively to discussion and feedback and is unwilling to consider alternatives or implement rational change.

**Matanuska-Susitna School District
SPECIALIST PERFORMANCE STANDARDS**

NAME OF SPECIALIST: _____

1st Observation Date: _____ Time In: _ Time Out: _____ 3rd Observation Date: _____ Time In: _ Time
 Out: _____
 2nd Observation Date: _____ Time In: _ Time Out: _____ 4th Observation Date: _____ Time In: _ Time
 Out: _____

4—OUTSTANDING	3—EFFECTIVE	2—NEEDS IMPROVEMENT	1—INEFFECTIVE
SERVICE PLANNING			
GENERAL COMMENTS	_____ Assembles appropriate materials/equipment for testing, counseling, consultation, or intervention.	Inconsistently assembles appropriate materials/equipment for testing, counseling, consultation or intervention.	Does not assemble appropriate materials/equipment for testing, counseling consultation or intervention.
	_____ Plans for clear, appropriate, timely, feedback to students, parents, teachers, and other personnel.	Inconsistently plans for feedback or feedback is unclear or untimely to students, parents, teachers, and other personnel.	Shows little or no evidence of planning for feedback or feedback is inappropriate.
	_____ Organizes schedules logically and efficiently to make maximum use of service time.	Organizes schedule illogically or inefficiently and does not maximize service time.	Shows little or no evidence of planning for use of service time.
SERVICE MANAGEMENT			
	_____ Uses appropriate management techniques.	Inconsistently uses appropriate management techniques.	Shows little or no evidence of the use of appropriate management techniques.
	_____ Defines standards for evaluation of student achievement and behavior and clearly communicates them to student.	Vaguely defines standards for evaluation of student achievement and behavior or does not clearly communicate them to students.	Shows little or no evidence of defining standards for evaluating achievement and behavior and does not communicate them to students.
	_____ Establishes and maintains rapport with student during testing, counseling, or therapy.	Has difficulty establishing rapport during testing, counseling, or therapy.	Shows little or no evidence of ability to establish rapport during testing, counseling, or therapy.
SERVICE DELIVERY			
	_____ Uses a variety of data/resources to determine student's present level of performance.	Uses limited data/resources to determine present level of performance.	Shows little or no evidence of determining student's present level of performance.

	<p>_____ Is able to make specific recommendations appropriate to the student's present level of performance.</p> <p>_____ Helps CST provide for the appropriate placement and grouping of students based on their diagnosed needs.</p> <p>_____ Makes appropriate, clear, concise recommendations.</p> <p>_____ Relates teaching activities and materials to stated remedial and supportive strategies.</p> <p>_____ Recommends appropriate pace and sequence of activities for varying needs and rates of learning.</p> <p>_____ Assists in the development of programs that help students more effectively learn, retain and transfer knowledge.</p> <p>_____ Understands, uses, and is able to convey motivational strategies appropriate to the age and needs of the student.</p> <p>_____ Helps CST plan for the development of independence and responsibility on the part of the student.</p>	<p>_____ Inconsistently makes specific recommendations appropriate to the students present level of performance.</p> <p>_____ Occasionally helps CST with placement or grouping of students based on diagnosed needs.</p> <p>_____ Makes unclear or inappropriate recommendations.</p> <p>_____ Is inconsistent in relating teaching materials and activities to stated remedial and supportive strategies.</p> <p>_____ Paces and sequences learning activities inappropriately.</p> <p>_____ Selectively assists in program development to help students more effectively learn, retain and transfer knowledge.</p> <p>_____ Inconsistently uses motivational strategies appropriate to the age and needs of the student.</p> <p>_____ Seldom helps CST plan for the development of independence and responsibility on the part of the student.</p>	<p>_____ Unable to make specific appropriate recommendations appropriate to the student level of performance.</p> <p>_____ Shows little or no evidence of helping CST with appropriate placement or grouping of students.</p> <p>_____ Shows little or no evidence of making appropriate recommendations.</p> <p>_____ Shows little or no evidence of relating teaching activities and material to remedial and supportive strategies.</p> <p>_____ Shows little or no evidence of recommending pace or sequence of learning activities.</p> <p>_____ Shows little or no evidence of developing programs that help students more effectively learn, retain and transfer knowledge.</p> <p>_____ Shows little or no evidence of understanding, using or conveying motivational strategies appropriate to the age and needs of the student.</p> <p>_____ Shows no evidence of ability to plan the development of independence and responsibility on the part of the student.</p>
PROFESSIONAL KNOWLEDGE/CHARACTERISTICS			
	<p>_____ Demonstrates a thorough knowledge of area of specialization.</p> <p>_____ Conforms to standards of ethical behavior and confidentiality (PTPC).</p> <p>_____ Exercises sound judgment and displays a professional attitude.</p> <p>_____ Demonstrates strong oral and written communication skills in various professional situations.</p>	<p>_____ Demonstrates a limited knowledge of area of specialization.</p> <p>_____ Selectively conforms to standards of ethical behavior and confidentiality (PTPC).</p> <p>_____ Inconsistent in exercising sound judgment and displaying a professional attitude.</p> <p>_____ Inconsistently demonstrates good oral and written communication skills in professional situations.</p>	<p>_____ Demonstrates little or no knowledge of area of specialization.</p> <p>_____ Does not conform to standards of ethical behavior and confidentiality (PTPC).</p> <p>_____ Shows little or no evidence of sound judgment or professional attitude.</p> <p>_____ Demonstrates weak oral and written communication skills in most professional situations.</p>
ADMINISTRATIVE DUTIES/RECORD KEEPING			

	<p>_____ Follows special education procedures correctly and in a timely manner (i.e., testing, submitting reports, making recommendations for IEP's, holding CTS/IEP meetings, preparing other required documentation).</p> <p>_____ Works cooperatively with other specialists when required or when need exists to review files for eligibility.</p> <p>_____ Clearly communicates special education policies and procedures to staff, parents and other personnel.</p>	<p>Follows special education procedures only after reminders.</p> <p>Is occasionally uncooperative with other specialists when required to review files for eligibility or needs reminders to review files.</p> <p>Has limited knowledge or ability to communicate special education policies and procedures.</p>	<p>Does not follow special education procedures even after reminders.</p> <p>Does not cooperate in reviewing files for eligibility.</p> <p>Shows little or no evidence of knowledge or ability to communicate special education policies and procedures.</p>
PROFESSIONAL GROWTH			
	<p>_____ Participates in opportunities for professional growth (courses, conferences, workshops, reading, institutes, committees, etc.).</p> <p>_____ Contributes to instructional improvement in the educational environment (sharing research, leading groups, presenting at meetings or inservices, etc.).</p> <p>_____ Communicates with other specialists to promote a positive working relationship in which information regarding research, testing, teaching materials and strategies is shared.</p>	<p>Rarely avails oneself of opportunities for professional growth.</p> <p>Rarely contributes to instructional improvement in the educational environment.</p> <p>Seldom communicates with other specialists to promote a positive working relationship in which information regarding research, testing, teaching materials and strategies is shared.</p>	<p>Does not participate in opportunities for professional growth.</p> <p>Does not contribute to instructional improvement.</p> <p>Has difficulty communicating with other specialists to promote a positive working relationship in which information regarding research, testing, teaching materials and strategies is shared.</p>
PROFESSIONAL RELATIONSHIPS			
	<p>_____ Is readily available and works cooperatively with members of the school staff, parents, students, and district personnel.</p> <p>_____ Keeps supervisor and other appropriate personnel informed.</p> <p>_____ Effectively communicates with parents.</p>	<p>Is inconsistent or unavailable or has difficulty working with some individuals.</p> <p>Supplies information to supervisor and other appropriate personnel only when directed.</p> <p>Has difficulty communicating with parents.</p>	<p>Rarely cooperates, is unavailable, avoids teamwork, inappropriately competitive, or is aggressive or abrasive in a working relationship.</p> <p>Is tardy in supplying information to supervisor and other appropriate personnel.</p> <p>Makes little or no effort to encourage or maintain communication with parents.</p>
EVIDENCE OF FLEXIBILITY			
	<p>_____ Recognizes problems and reacts accordingly.</p>	<p>Seldom recognizes problems or does not react</p>	<p>Is inflexible, reacts too little and too late.</p>

_____	Is open to discussion and feedback, considers some alternatives, and implements rational change.	appropriately. Reacts negatively to new ideas, unwilling to participate in rational discussions, critical and unsupportive of solutions.	Lacks willingness to discuss or implement necessary change.
MEETS OBLIGATIONS			
_____	Follows school and district procedures correctly in a timely manner (i.e., attendance reports, lesson plans, parent conferences, educational plans, etc.).	Follows school and district procedures after reminders.	Does not follow school or district procedures even after reminders.
_____	Maintains records in an accurate and up-to-date manner.	Maintains inconsistent, inaccurate or out of date records.	Shows little or no evidence of appropriate record keeping.

Matanuska-Susitna School District
LIBRARY MEDIA SPECIALIST PERFORMANCE STANDARDS

NAME OF LIBRARY/MEDIA SPECIALIST: _____

- | | | | | | | | |
|--|-------------|------------|-----------------|--|-------------|----------------|------|
| <input type="checkbox"/> 1st Observation | Date: _____ | Time In: _ | Time Out: _____ | <input type="checkbox"/> 3rd Observation | Date: _____ | Time In: _____ | Time |
| Out: _____ | | | | | | | |
| <input type="checkbox"/> 2nd Observation | Date: _____ | Time In: _ | Time Out: _____ | <input type="checkbox"/> 4th Observation | Date: _____ | Time In: _____ | Time |
| Out: _____ | | | | | | | |

4—OUTSTANDING	3—EFFECTIVE	2—NEEDS IMPROVEMENT	1—INEFFECTIVE
ACADEMIC AND PROFESSIONAL KNOWLEDGE			
GENERAL COMMENTS	_____ Develops and follows a current plan for library policy and collection development.	Relies on outdated plans for library policy and collection development.	Has no plans for library policy or collection development.
	_____ Consistently follows and encourages all staff to follow the Library Bill of Rights, the Freedom of Information Act, the State of Alaska Code of Ethics and the copyright laws.	Inconsistently follows the State Ethics Standards, the Freedom of Information Act, the Library Bill of Rights, and the copyright laws.	Fails to follow the State Ethics Standards, the Freedom of Information Act, the Library Bill of Rights, and the copyright laws.
	_____ Communicates with staff, parents, and community in a timely and accurate manner, incorporating their input.	Communicates infrequently with staff, parents, and community.	Takes no initiative to communicate with staff, parents or community.
LIBRARY PLANNING			
_____ Supports instructional formats of new technologies; encourages teachers to use new technology as well as existing equipment.	Maintains system in place to utilize existing equipment.	Has no system; makes no attempt to utilize existing equipment.	
_____ Evaluates, selects, and promotes materials for the library's budget based on needs and interests of students, staff, and community.	Orders materials but provides limited opportunities for input.	Orders materials without staff or community input.	
LIBRARY MANAGEMENT			
_____ Cooperatively plans for the integration of the library program with classroom curriculum. Assists/trains teachers in effective use of instructional materials and technology.	Rarely meets with staff to plan teaching units to integrate library skills or inservice on equipment.	Provides little or no planning or training with teachers.	
_____ Initiates opportunities for library users to access reference services.	Inconsistently provides reference services.	Provides little or no reference services.	
_____ Uses organization and retrieval systems that promote	Uses organization and retrieval systems which are	Has little or no system in place for	

	and reinforce independent, age appropriate use. _____ Updates and maintains training procedures and handbook for aides and volunteers.	not accurate or consistent. _____ Uses inadequate training procedures and handbook for aides and volunteers.	organization or retrieval. _____ Provides little or no direction and training for aides and volunteers.
LIBRARY INSTRUCTION			
	_____ Provides interdisciplinary instruction that includes library information skills. Collaborates with grade level or subject area specialists to plan units and use of the library. _____ Effectively uses reading incentive programs, e.g.: book talks, story telling and story reading techniques, book displays, Books and Beyond, Young Readers Choice, Battle of the Books, etc.	_____ Does little planning with teachers. Provides inconsistent or inflexible access to the library media center for special projects or individual instruction. _____ Rarely uses strategies to motivate reading.	_____ Does not meet with teachers or integrate curriculum. Fails to allow access to the Library Media Center. _____ Gives little or no encouragement for recreational reading.
ADMINISTRATIVE DUTIES			
GENERAL COMMENTS	_____ Maintains statistics of circulation of all materials where possible. Periodically inventories all materials. Sends out timely overdue notices. _____ Collaborates with building administrator in preparing unit budget. _____ Routes new curricular materials to appropriate staff. Maintains a professional collection within library to meet curricular needs and district standards.	_____ Has an incomplete or outdated inventory. Keeps inaccurate civic records. Is inconsistent with overdue notices. _____ Provides limited input regarding unit budget. _____ Has curriculum guides available, but seldom consults them.	_____ Has no inventory available. Fails to send timely overdue notices. Fails to keep any circulation records. _____ Offers no recommendation regarding budgeting needs. _____ Is unfamiliar with district curriculum guide contents.
PROFESSIONAL GROWTH			
	_____ Participates in opportunities for professional growth (conferences, courses, workshops, reading, institute, support group, committees).	_____ Rarely avails oneself of opportunities for professional growth.	_____ Does not participate in opportunities for professional growth.
PROFESSIONAL RELATIONSHIPS			
	_____ Works cooperatively with members of the school staff, parents, students, and District personnel.	_____ Has difficulty in working with some individuals.	_____ Rarely cooperates, avoids teamwork, inappropriately competitive, or is aggressive or abrasive in a working relationship.
EVIDENCE OF FLEXIBILITY			
	_____ Recognizes problems and adjusts proactively. _____ Is open to discussion and feedback, considers alternatives, and implements rational change.	_____ Seldom recognizes problems or does not react appropriately. _____ Reacts negatively to new ideas, unwilling to participate in rational discussions, and critical and	_____ Is inflexible, reacts too little and too late. _____ Lacks willingness to discuss or to implement necessary change.

		unsupportive of solutions.	
MEETS OBLIGATIONS			
GENERAL COMMENTS	_____	Follows school and district procedures correctly and in a timely manner (e.g.: lesson plans, parent conferences, educational plans, etc.).	Follows school and district procedures after reminders.
	_____	Keeps consistently maintained, accurate and up-to-date records	Keeps inconsistent, inaccurate or out of date records.
			Does not consistently follow school or district procedures even after a reminder. Shows little or no evidence of appropriate record keeping.

Yukon Koyukuk School District
COUNSELOR PERFORMANCE EVALUATION FORM

Name: _____

Schools Served _____

Evaluator(s) _____

Review Period: From _____ To _____

Date Completed _____

1. Implements individual student planning through effective use of guidance/counseling skills;
 - a) carefully plans sessions with students.
 - b) effectively works with student on area of academic, career and personal counseling.
 - c) administers career tests, SAT, ACT, any other relevant counseling tests and accurately interprets tests.
 - d) involves students in personalized education and career planning.
 - e) uses the employability report.

COMMENTS:

2. Implements Responsive Services (consultation, personal counseling, crisis counseling and referral skills)
 - a) correctly identifies problems or issues to be resolved.
 - b) selects and uses counseling consulting and referral interventions appropriate to student problems and circumstances.
 - c) works with parents to help them better understand their children. Involves parents in post secondary counseling.
 - d) works with teachers and principals and follows up on students referred.

COMMENTS:

3. Implements system support through effective program monitoring and management as well as providing necessary support for other programs.
 - a) provides a comprehensive and balanced counseling program..

- b) selects program activities which met identified priority areas and are consistent with the strategic plan and district goals.
- c) collects evidence that students are achieving and helps in selecting programs for those who are not.
- d) operates within established procedures, policies and priorities.
- e) works cooperatively with school/staff and community to garner support for the counseling program.

COMMENTS:

4. Professional Behavior:

- a) contributes, through participation in district activities, to the development of educational programs to meet student needs.
- b) participates in conferences, workshops, courses, inservice training and other opportunities to maintain current pedagogical and student matter knowledge.
- c) creates a healthy emotional climate, personal self control, positive attitude, fairness, objectivity, and organization.
- d) utilizes support services, administrators, and parents.
- e) accepted by the school staff and shows a professional attitude towards all school employees.
- f) contributes to the professional planning of the staff.
- g) demonstrates enthusiasm and likes counseling.
- h) follows established policies and procedures of the district and of the various buildings and programs.

COMMENTS:

Stronge
PROFESSIONAL SUPPORT PERSONNEL
EVALUATION INSTRUMENT

Name _____

Job Title _____

1. Area of Responsibility _____

A. Job Responsibility _____

1. Performance Indicators Product or Process: Conducts programs for improvement of student study skills.
 - Standard for Satisfactory Performance: Provides programming that reaches every freshman during fall semester and deemed "somewhat helpful" by 75% of students.
 - Method of Documentation: Schedule of programs: student evaluation results
 - Documented Performance: Copy of programs: 80% found study skills "somewhat helpful" or "helpful"

2. Performance Indicators Product or Process: Presents information about services offered by counseling department.
 - Standard for Satisfactory Performance: Offers at least one students during academic year.
 - Method of Documentation: Schedule, program notices, and written handouts
 - Documented Performance: Parent meetings conducted (2): 100% of students notified at least once

3. Performance Indicators Product or Process: Conducts teacher inservice based upon assessed need.
 - Standard for Satisfactory Performance: Teacher inservice regarded as "helpful" or "informative" by 70% of teachers
 - Method of Documentation: Teacher survey Documented Performance: 80% of teachers found program "helpful" or "informative".⁵¹

Where can I get more information?

Personnel from the Kenai, Mat-Su and Yukon/Koyukuk school districts can explain their systems.

The project report, *Evaluation Handbook for Professional Support Personnel*, is found in the Resource Kit on Teacher Evaluation, available from the Alaska Department of Education. Or, it may be purchased for \$25 directly from Dr. Stronge at the address given in the Resources section of this *Handbook*.

⁵¹ Ibid.

F. Evaluation of Administrators

What is required?

AS 14.20.149 requires districts to adopt an evaluation system “for evaluation and improvement of the performance of the district’s...administrators” with the exception of the superintendent. This evaluation must:

- include observation of the administrator in his/her workplace and
- be based on professional performance standards adopted by the Department of Education
- provide an opportunity for students, parents, community members, teachers and administrators to comment on the performance of the administrator undergoing evaluation.

State regulations (4 AAC 04.200) set out content and performance standards for administrators in the public schools. These standards are reproduced in Section II of this *Handbook*. As with the teacher standards, districts must include the performance standards (subparagraphs of the regulations) in their own local standards. Districts are encouraged to use the form provided at the end of this subsection to compare proposed and existing local standards for administrators to state standards.

What is “best practice”?

Evaluation professionals such as those at CREATE are reexamining administrator evaluation as well as teacher evaluation. Daniel Stufflebeam, Director of the Evaluation Center of which CREATE is a part, detailed the tasks in developing an administrator evaluation system in a 1993 article for Evaluation Perspectives:

The 12 generic tasks in Stufflebeam’s evaluation model are

1. Describe the administrator’s position. An up-to-date job description for the administrator should be consistent with the core duties of the particular administrative position and should be periodically reviewed and updated.
2. Define evaluation users and uses. Evaluation uses and users should be determined ahead of collecting, reporting, and using information. This enhances validity and utility by focusing the collection of information on the intended uses, and also protects the incumbent against improper release of the information to other than right-to-know audiences and against uses of the information for other than the agreed-upon purposes.
3. Review student achievement data and system needs. Evaluations of the performance of educational administrators should examine the extent to which

student learning is satisfactory and school programs of instruction and other student services are adequate.

4. Select performance indicators and weights. Use the duties, position description, defined uses, and needs assessments referenced in the previous steps to define the performance evaluation indicators. Since some indicators are more important than others, one should weight them accordingly.
5. Define performance standards. The definition of performance standards includes the difficult but critically important task of determining decision rules for deciding on acceptable versus unacceptable performance of the administrator...it is necessary to define the thresholds of acceptable performance for each indicator and for the combination of indicators. This is important because a judgment of unacceptable performance for one or more critical indicators must sometimes override assessments on all other indicators.
6. Review and strengthen the position's plan and schedule of work for the year. Performance evaluations should examine the extent to which work plans appropriately address the position's defined performance expectations. They should also assess whether or not sufficient institutional support and delegated authority are allocated to help assure that the administrator can fulfill her/his responsibilities.
7. Document performance and accomplishments. Administrators have an important role in contributing information for use in evaluating their performances. While it would be inappropriate for any professional to control the evaluation of her/his work and issue her/his own report, it is nevertheless appropriate that administrators present evidence to show what they did to carry out their obligations and what they achieved.
8. Obtain stakeholder input. To gain perspective and objectivity in assessing the quality and impact of the administrator's performance, Candoli recommends that evaluative feedback should be obtained from superordinates, peers, subordinates, and constituents (especially students, parents, and community members) in addition to the assessment information provided by the administrator herself/himself.
9. Assess the work environment. Work settings should be carefully considered in evaluating an administrator's performance, because they can vary greatly and substantially influence what the administrator can accomplish. It is especially important to look at the extent of institutional, community, and parent support of the school/district; the characteristics of the students served; and social climate in the school/district.

10. Provide formative feedback. In a positive working environment, an administrator and supervisor(s) will engage in ongoing constructive exchange. Appropriate topics for consideration in ongoing formative evaluation include the administrator's performance, the institution's support of the administrator, issues that should be addressed, whether and how job expectations should be revised, and preliminary views of what the end evaluation is likely to show and conclude if performance continues about the same.
11. Compile the summative evaluation. Near the end of each evaluation cycle, the supervisor(s) or other evaluator should synthesize the available information on the administrator's performance. The summative evaluation should provide an overall evaluation of the adequacy of the administrator's service during the involved time period.
12. Improve professional service. Whereas the summative evaluation task is just an assessment of the merit and/or worth of the administrator's performance, any sound evaluation system must include or be involved with follow-up and impact steps...Here, we intend that follow-up actions could include developing a professional growth plan, giving a notice to remedy tied to possible termination, recognizing excellent performance, or terminating and replacing the administrator.⁵²

Peterson, in *Teacher Evaluation*, also looks at administrator evaluation and suggests the following required and optional data sources to be used in the process:

Required	Optional
Administrator knowledge	Peer review of personal data
Systematic client opinion	Assessment center results
Objective district data	Other individually-selected data
Professional activity	

He describes how the required sources could be used.

Administrator Knowledge. A number of specific areas of knowledge are important for school administrators. These include promising educational practices, teacher evaluation, legal concerns, emergency procedures, management (business, human resources, conflict resolution), and information about specific audiences such as parents.

Data sources for administrator knowledge maybe standardized tests, assessment centers, university course passing grades, or face-to-face interviews with

⁵² Stufflebeam, Daniel L., *Toward An Adaptable New Model For Guiding Evaluations Of Educational Administrators*, Evaluation Perspectives, Vol. 3, No. 3, September, 1993

superintendents. Accumulating more than one assessment strategy, for example, paper-and-pencil test and performance center, is preferable. This is not an annual activity for each principal, but done frequently enough to ensure continuing up-to-date knowledge.

Systematic client opinion. An important source of information about administrator quality comes directly from the people with whom he works. Systematic surveys of important audiences document the necessary and important work of the administrator. These audiences include teachers, students, parents, staff, and district contacts. Central purposes of surveys are to build up a record of levels of satisfaction over a period of years and to indicate areas of strength and accomplishment. Survey items should be tied to tasks, simple and direct, and few in number...The surveys should be studied by factor and correlational analysis and improved using the empirical data from trial applications of volunteers.

Sample interviews or focus groups of audiences, such as students or clerical staff may be helpful for expanding information found in surveys..

Objective district data. An important component of administrator evaluation is evidence concerning important duties and tasks. One example is routine paperwork; it is the responsibility of the administrator to keep the information flow in his school, and between school and district, efficient and on time. Another example is requests for transfer by faculty; there is an optimum level where good teachers are encouraged, but bad teachers are pressured to seek greater comfort elsewhere. Other district data might be initiatives for instructional improvement, progress on district goals, and context-indexed effectiveness of student discipline management.

Professional activity. Part of educational leadership is consistent participation in activities that develop and encourage up-to-date practice and personnel support. This professional activity includes dissemination of information about educational practice, such as is found in curriculum organizations. Interactions with the business community and employers are important. Youth service agencies and community support groups permit administrators to coordinate efforts. Documentation of professional activity should include logs of contacts, meetings, topics, persons, and dates. Patterns or strategies of participation should be provided by the individual administrator.⁵³

Districts are reminded that administrator evaluation must be based at least in part on observation. Valentine, an early leader in performance/outcome-based principal evaluation (P/OBPE), outlines the importance of observation:

Decisions based on assumptions about performance are inappropriate. To evaluate a principal without observing and effectively documenting specific

⁵³ Peterson, op. cit. p. 231

administrative skill is unfair to the principal, unethical, and in more and more states a violation of procedural rights. Therefore, an essential component of P/OBPE is the on-site observation of a principal.⁵⁴

The preferred method of principal observation, according to Valentine, is shadowing, or “following the principal during the school day and making notes about what the principal does and says⁵⁵.” Specifically, he recommends that the evaluator record as exactly as possible statements made by and to the principal and the concrete tasks in which the principal engages. In addition, the observer should make notes about the physical environment of the school and the behavior and attitudes of students and staff. He suggests that scheduled observations should last between one-half to a full day and should occur at least once a school year.

For a scheduled observation, Valentine recommends a pre-observation conference, either in person or by phone, in which the principal and evaluator agree on the time of the visit and the specific tasks to be observed. Observation notes should be condensed and written up, preferably on a standardized form. This form provides the basis for the post-evaluation conference, at which the evaluator and the principal discuss performance and, where necessary, develop a skill-improvement plan.

In addition to scheduled observations, Valentine recommends unscheduled visits. Note taking during and feedback from unscheduled visits are the same as in scheduled observations.

What are some examples of actual administrator evaluation systems and tools?

Several school districts submitted forms for evaluation of principals or site administrators. Several also provided forms for community, staff and/or self evaluation. At the end of this section, a checklist is provided which districts may use to compare these and similar performance standards/checklists to the standards mandated by state regulation.

⁵⁴ Valentine, Jerry W., *Performance/Outcome Based Principal Evaluation*, paper presented at the Annual Meeting of the American Association of School Administrators, New Orleans, February 20-23, 1987., available from ERIC, ED 281 317

⁵⁵ Ibid.

Yukon-Koyukuk School District
SITE ADMINISTRATOR EVALUATION

NAME _____ POSITION _____
SCHOOL _____ DATE _____

INTRODUCTION

The evaluation of principals is a cooperative and continuing effort with the purpose of improving instructional programs and activities for students. Inherent in the evaluation process will be the guidelines established by the State Department of Education and School Board policies.

PROCEDURES/TIMELINES

1. AUGUST - DECEMBER

The evaluator monitors the performance of the evaluatee through formal and informal observation, work samples, self-evaluation and conferences. The evaluator and Principal will meet to delineate the Principal's school-wide and professional goals for the school year.

2. JANUARY-MARCH

The formal evaluation will be completed and the evaluator and evaluatee will hold a conference. The evaluatee's goals for the current year will be reviewed. Principals can expect their formal evaluation by March 31.

EVALUATION INSTRUMENT

This form has been developed as part of a continuous improvement program for management personnel. Evaluation is a positive process to assist the professional administrator to improve skills related to an area of responsibility.

EVALUATION TERMS

C - Competent (There is evidence that both quality and consistency are competent).

I - Needs Improvement (There is evidence that either quality or consistency needs improvement or there has not been sufficient improvement to meet District competencies. Area(s) needing improvement shall be narratively reported below).

NA - Not applicable or insufficient knowledge on which to assess.

A. CURRICULUM I INSTRUCTION

- ___ 1. Implements Strategic Plan
 - a) Exhibits leadership in implementing the plan (staff, students, and community)
 - b) Information submitted reflects meaningful compliance
 - c) Timelines are met

- ___ 2. Provides instructional leadership for the school
 - a) Visits every classroom everyday
 - b) Is visible in the school
 - c) Takes time to observe teaching
 - d) Reviews lesson plans regularly
 - e) Checks to see if the lesson plans are being implemented
 - f) Checks to see that the lesson plans reflects curriculum
 - g) Observes classroom instruction to ensure that curriculum is taught
 - h) Checks for over usage of texts, workbooks and worksheets
 - i) Media resources are being utilized for instruction

- ___ 3. Good teaching practices are evident
 - a) Professional library
 - b) Cooperative learning
 - c) Model good teaching practices
 - d) Alternative assessments are evident
 - e) Peer tutoring
 - f) Project-centered, integrated learning
 - g) Co-teaching
 - h) Evidence of student writing every day in every class
 - i) Evidence of operational, conceptual, and real life mathematical problem-solving (manipulatives, calculator use, collaboration)
 - j) Community-based projects
 - k) Meaningful Cultural Heritage Program

- ___ 4. Assures that school goals are well-articulated
 - a) Developed in collaboration with staff, students, and community
 - b) Goals are measurable and reflect the needs of the school and the strategic plan
 - c) Action plan for implementation and assessment of goals
 - d) Staff development plan that reflects school goals and expressed needs of staff
 - e) Allows time for professional development and staff collaboration
 - f) Goals are posted in each classroom

- ___ 5. Assures the implementation of the curriculum
 - a) Fully understand curriculum
 - b) Focus is on Core Curriculum Goals
 - c) Models curriculum implementation (PIT)

- ___ 6. Exhibits leadership in technology
 - a) Well articulated plan for utilization of computer lab and/or computers
 - b) Teachers use Alaska Writing Program
 - c) Facilitates the implementation of site technology plan

Comments:

B. LEADERSHIP

- ___ 1. Promotes the school as a community of learners
 - a) Ensures that adult and student learning is occurring within the school
 - b) Models learning for staff and students
 - c) Keeps school focused on students
 - d) Allows time for meaningful interaction/collaboration
 - e) Allows teachers to participate in meaningful decisions about the school
 - f) Keeps the flame of your vision alive throughout the school and community
 - g) Models on-going risk taking and professional learning
 - h) Supports in-school research and evaluation

- ___ 2. Communicates Vision
 - a) All students can learn and that learning is the most important reason for being in school
 - b) Public speaking and writing emphasizes the importance and value of high achievement
 - c) Clear understanding of the school's mission and able to state it in direct, concrete terms
 - d) Instructional focus is established that unifies staff
 - e) Seeks out innovative programs and collaborates with staff about adopting or adapting them

- ___ 3. Makes decision in a professional manner
 - a) Decisions are made in collaboration with staff, students, and community
 - b) Decisions are based on the best interest of students
 - c) Decisions are based on objective evaluation of the strengths and weaknesses of the school

- ___ 4. Understands the need for and supports the professional development of staff members

- ___ 5. Annually solicits and analyzes principal evaluation documentation from staff & CSC

- ___ 6. Develops and implements a community involvement plan

- ___ 7. Promotes an active student government

- ___ 8. Provides leadership development opportunities for students

- ___ 9. Provides leadership development opportunities for staff

Comments:

C. PERSONNEL

- ___ 1. Follows district procedures for hiring of classified personnel.

- ___ 2. Evaluates, according to District policy, all personnel working within their building
 - a) Meets timelines and follows procedures for evaluation of employees
 - b) Meaningful and useful feedback to improve instruction provided to teacher and aides

- ___ 3. Supervises Maintenance/Custodial personnel
 - a) Assures safety/Hazard Free conditions
 - b) Orderly work areas
 - c) Clean buildings
 - d) Well maintained buildings
 - e) Heat, water, and lighting all in working order
 - f) Sanitized

___ 4. Manages site personnel in accordance with adopted Board policies, district procedures, state and federal laws and regulations

___ 5. Promotes and models professional dress of staff

Comments:

D. SCHOOL CLIMATE

___ 1. Focuses commitment to children

- a) Makes decisions based on students' best interest
- b) Projects an "All Kids Can Learn" attitude
- c) Committed to challenging all children
- d) Promotes a community of learners
- e) Learning is protected from disruption
- f) Safe orderly learning environment is established and maintained

___ 2. Collaboratively establishes, practices and communicates a formalized program for

___ 3. Stresses academic excellence and develops strategies for providing recognition for individual students and teachers

- a) Bulletin board displays of student work
- b) Monthly Newsletters with calendar of upcoming events
- c) Quarterly honors/award ceremonies

___ 4. Coordinates the planning of extra-curricular activities and encourages student participation

___ 5. Coordinates and implements an effective food service program, and establishes and implements effective and efficient office procedures

___ 6. Coordinates and implements effective and efficient office procedures

___ 7. Submits required reports and inventories in an accurate and timely manner

___ 8. Maintains student records in accordance with adopted Board policy, district procedures, state and federal laws and regulations

Comments:

E. COMMUNITY

___ 1. Communicates effectively with parents and students concerning students' progress and school programs

___ 2. Encourages community and parent involvement

___ 3. Stresses to teachers, students and school employees the public relations implications of their roles

___ 4. Promotes active participation from staff, students, community and CSC in decision-making

Comments:

F. FINANCES

- ___ 1. Develops the site budget in accordance with District procedures and includes staff and community input
- ___ 2. Develops a budget that reflects district strategic plan and school goals
- ___ 3. Manages the school budget in accordance with District procedures
- ___ 4. Provides for appropriate and adequate supplies for school programs and operations
- ___ 5. Provides an accurate inventory of basic texts and supplementary materials, supplies, and equipment which is updated and maintained on an annual basis
- ___ 6. Follows District policies and procedures in handling student activity funds and petty cash
- ___ 7. Follows procedures concerning Fixed Assets Inventory acquisition and/or disposal
- ___ 8. Actively seeks out grants and alternate sources of funding
- ___ 9. Works within the budget

Comments:

G. FACILITIES

- ___ 1. Facilitates safety, attractive appearance, regular maintenance, custodial upkeep, sanitation and energy conservation of facilities in collaboration with maintenance supervisor
- ___ 2. Develops, updates and implements plans for appropriate room space utilization
- ___ a. Fosters pride, respect and appreciation of building

Comments:

H. PERSONAL TRAITS

- ___ 1. Demonstrates flexibility and poise (i.e., adapts behavior to circumstances)
- ___ 2. Communicates effectively (oral and written)
- ___ 3. Participates as a member of the District management team and supports District policy
- ___ 4. Demonstrates decision-making skills and arrives at reasoned decisions
- ___ 5. Anticipates problem areas and plans accordingly
- ___ 6. Demonstrates tactfulness, fairness, persistence, consistency, enthusiasm when dealing with staff, students, and community
- ___ 7. Carries out administrative duties in a professionally ethical manner
- ___ 8. Shows commitment to the job

___ 9. Models Professional Role

- a) On time
- b) In the school and available from 8 a.m. - 4:30 p.m.
- c) Stays until job is done
- d) Attends extra-curricular functions
- e) Dresses professionally
- f) Professionally current

Comments:

I. PERSONAL ASSESSMENT

___ 1. Completed staff assessment by the end of first quarter

___ 2. Completed CSC assessment by the end of first semester

___ 3. Completed self-evaluation and turned it in to Director of Instruction at evaluation summary meeting

I acknowledge that I have read this evaluation summary and recommendations, which does not necessarily mean that I agree with them. I further acknowledge that if I wish to respond to this evaluation that a written response must be submitted within 48 hours.

Evaluator's Signature

Date

Site Administrator's Signature

Date

Evaluator's Recommendation to Superintendent:

Retention _____ Non-Retention _____

Juneau School District
POSITION DESCRIPTION - PRINCIPAL

Position Purpose

Within the limits of law, board policies and regulations, administrative rules, and instructions from the Superintendent or designee, the principal provides leadership, management and supervision for a high quality learning environment within the specific curriculum and standards of the District.

An expanded job description is outlined in broad terms in the following paragraphs. These competencies, responsibilities and qualities are considered essential to effective performance in a school administrative position.

Nature and Scope

The principal is a professional with the responsibility for a specified curriculum, building supervision and management of all personnel, facility and fiscal resources.

In addition, the principal must maintain an attitude and conduct which is consistent with the Code of Ethics and the professional teaching standards, and follow building and District procedural guidelines and policy.

Responsibilities

Instructional leadership

a. Promotes Shared Vision

It is the responsibility of the principal to work with staff, parents and community members to create positive goals which will foster effective educational processes, and to promote and maintain these shared goals within the wider community.

b. Implementation of School Improvement

It is the responsibility of the principal to gather information from a variety of sources to identify areas for school improvement. Once identified, it is the principal's responsibility to develop, coordinate and implement strategies for school improvement.

c. Knowledge of Curriculum Instruction and Assessment

It is the responsibility of the principal to possess and demonstrate a broad base of current curriculum knowledge and application to ensure an effective educational program. The principal must also have implemented a successful assessment policy to ensure planned goals and objectives are being met.

- d. **Supervision for Effective Instruction**
It is the responsibility of the principal to be aware of how the instructional program is organized and implemented, and to determine how instruction can be improved at all levels. Additionally, it is the principal's responsibility to evaluate staff through a positive process which will improve skills, instructional programs and support services.
- e. **Organization and Understanding of Staff Development**
It is the responsibility of the principal to be aware of training needs of staff, and to encourage and provide the opportunity for staff members to improve themselves professionally
- f. **Advocates for Diverse Individual Student Needs**
It is the responsibility of the principal to be aware of the needs of individual students and groups of students, to support an understanding of their needs and provide opportunities for these needs to be fulfilled.
- g. **Elicits Positive Culture and Encourages Leadership in Others**
It is the responsibility of the principal to create a school culture which is positive and is capable of achieving its goals. To create and maintain this culture the principal should encourage involvement, commitment and a willingness to lead among staff, students, parents and the community.
- h. **Promotes Staff and Community Involvement in Program Improvement**
It is the responsibility of the principal to encourage parents, community members and students to establish links with the school, and classrooms in particular, to foster shared learning, understanding and assistance.
- i. **Commitment to Professional Growth**
It is the responsibility of the principal to participate in professional studies and experiences that enhance professional growth, and to participate in both building and district efforts aimed at improved student learning.
- j. **Effective Role with Site Council**
It is the responsibility of the principal to facilitate effective communication among members and foster leadership within the group. The principal may help identify issues, set goals and provide direction.
- k. **Knowledge and Skills with Instructional Technology**
It is the responsibility of the principal to be aware of current technology in education, perceive how to apply technology in the curriculum, and demonstrate effective use of technology in daily operations.

l. Program Evaluation

It is the responsibility of the principal to evaluate the planned goals and objectives for programs operating within the school. The principal is responsible for managing the evaluation process, analyzing the information and developing strategies to improve the program.

m. Facilitation of Skills with Large and Small Groups

It is the responsibility of the principal to demonstrate skills which promote cooperation, understanding, leadership and direction to groups of all sizes.

Management

a. Provides Safe and Orderly Environment

It is the responsibility of the principal to ensure safety and security of students, personnel, and school property within the school facilities and grounds and in school related activities off school property.

b. Fiscal Accountability

It is the responsibility of the principal to develop a fiscally responsible budget for their building. The principal as the educational leader should seek input from staff and the community to determine needs and coordinate a plan into a realistic and functional budget for submission to the district financial administrator.

c. Maintenance and Operations of Plant

It is the responsibility of the principal, in cooperation with district office, to monitor the condition of all school facilities and grounds.

d. Effective Scheduling of Students and Building Use

It is the responsibility of the principal to develop an effective student and staff daily schedule, and to ensure efficient scheduling of the building facilities by students, staff and the community

e. Knowledge of Policies, Statutes, Rules and Procedures

It is the responsibility of the principal to be cognizant of and abide by all building and district policies, statutes, rules and procedures.

f. Staff Hiring and Assignment

It is the responsibility of the principal to be involved in the interview process, consider recommendations, make appropriate decisions and assign all staff.

g. Completes Required Reporting and Record Keeping

It is the responsibility of the principal to accurately maintain, complete and submit all reports and records required in a timely and professional manner.

h. Effective Staff Relations and Team Building

It is the responsibility of the principal to work with staff to create a working environment which is harmonious and cooperative and where all staff are encouraged to work together to support themselves, the program and the students.

i. Effective Delegation of Responsibilities

It is the responsibility of the principal to ensure that tasks or roles delegated to staff are within areas of capability and interest to achieve success.

j. Allocation of Resources to Increase Learning Opportunities

It is the responsibility of the principal to determine all resources available and in cooperation with staff allocate these in ways which will maximize the opportunity for students to develop to their potentials.

Communications

a. Effective Oral and Written Communication Skills

It is the responsibility of the principal to realize the importance of and use effectively oral and written communication skills which demonstrate understanding, sensitivity and accuracy and that all communication is provided in a timely manner.

b. Intercultural Communication Skills

It is the responsibility of the principal to be aware of the different communication styles within cultures, show sensitivity and understanding of these differences and to have developed positive, respectful and helpful methods of communication.

c. Communicates Effectively with Parents/Community Members

It is the responsibility of the principal to listen, understand and communicate information both orally and in writing with accuracy, clarity, sensitivity and effectiveness to a variety of audiences.

d. Conflict Resolution Skills

It is the responsibility of the principal to possess knowledge of conflict resolution strategies, and to be able to implement these skillfully and successfully.

e. Communication with Staff

It is the responsibility of the principal to listen to staff, ask questions, seek answers, and respond with accuracy, clarity and in a timely manner.

f. Visible and Positive Relations with Students

It is the responsibility of the principal to be visible and available to students, to display a positive image, show sensitivity, fairness, and consistency and to develop effective communication skills with all students.

Parent/Community Relations

a. Processes Parent Concerns

It is the responsibility of the principal to hear parent concerns, demonstrate sensitivity and understanding, show willingness to respond, and quickly and effectively act upon concerns and inform parents of decisions or actions.

b. Interfaces with Community Schools and RALLY

It is the responsibility of the principal to encourage community use of school facilities, be aware of the types of programs and activities operating within the school, and to maintain communication, assistance and a supportive relationship with these user groups.

c. Effective Volunteer Programs

It is the responsibility of the principal to encourage volunteer participation of parents and community members in all facets of the school program, and to ensure that volunteers are utilized respectfully and advantageously.

d. Good Interagency Relationships

It is the responsibility of the principal to develop interactive and supportive relationships with those agencies working with the school and district.

e. Evidence of Multicultural Awareness and Appreciation.

It is the responsibility of the principal to develop awareness of local cultures and to demonstrate sensitivity and understanding of cultural differences.

Juneau School District
PRINCIPAL EVALUATION FORM

Administrator _____ School _____

Assignment _____

It is the belief of the Juneau Borough Schools that evaluation can be an effective tool to improve performance. It is the goal of this evaluation to effect change in the direction of continually increasing professional excellence,

	Plan for Assistance	Proficient	Exceptional
1. Instructional Leadership			
Promotes Shared Vision			
Implementation of School Improvement			
Knowledge of Curriculum Instruction and Assessment			
Supervision for Effective Instruction			
Organization and Understanding of Staff Development			
Advocates for Diverse Individual Student Needs			
Elicits Positive Culture and Encourages Leadership in Others			
Promotes Staff and Community Involvement in Program Improvement			
Commitment to Professional Growth			
Effective Role with Site Council			
Knowledge and Skills with Instructional Technology			
Program Evaluation			
Facilitation Skills with Large and Small Groups			
2. Management			
Provides Safe and Orderly Environment			
Fiscal Accountability			
Maintenance and Operations of Plant			
Effective Scheduling of Students and Building Use			
Knowledge of Policies, Statutes, Rules and Procedures			
Staff Hiring and Assignment			
Effective Staff Relations and Team Building Skills			
Effective Delegation of Responsibilities			
Allocation of Resources to Increase Learning Opportunities			
3. Communications			
Effective Oral and Written Communication Skills			
Intercultural Communications Skills			
Communicates Effectively with			

Parents/Community Members			
Conflict Resolution Skills			
Communication with Staff			
Visible and Positive Relations with Students			
4. Parent/Community Relations			
Processes Parent Concerns			
Interfaces with Community Schools and RALLY			
Effective Volunteer Programs			
Good Interagency Relationships			
Evidence of Multicultural Awareness and Appreciation			

Plan for Assistance indicates a requirement to expand upon skills in this area.

Proficient indicates effective skills in knowledge and implementation in this area.

Exceptional indicates advanced skills and mastery of knowledge and implementation in this area.

Descriptors checked in either Exceptional or Plan for Assistance must be supported by a narrative comment. (Attach additional pages if necessary)

1. Instructional Leadership

2. Management

3. Communications

4. Parent and Community Relations

5. Administrator's Statement (Optional)

The principal/assistant principal may comment on any part of this evaluation.

The signatures below indicate that the administrator and evaluator have discussed this report, and the staff member has received a copy. It does not necessarily indicate agreement with the report.

Evaluator's Signature

Date

Administrator's Signature

Date

Yukon/Koyukuk School District
CSC ASSESSMENT OF SCHOOL ADMINISTRATOR

(Same form for Staff Assessment of Administrator)

Please take a moment to provide me with your input concerning my role as the school administrator as you see it. It is assumed that everyone has strong qualities as well as areas for improvement. It is important that you fill out both areas as they will help me improve my service to this school. This assessment is for my self-improvement only.

1. Areas of Strength

2. Areas for Improvement

I would like to meet with you to discuss the assessment: Yes_____ No _____

Signature_____ Date _____

Aleutians East Borough School District
TEACHER/ASB EVALUATION OF PRINCIPAL, PRINCIPAL/TEACHER

Meets or Exceeds Expectations	ME
Competent but Requires Improvement	R
Unsatisfactory - Requirements Improvement	U
Not Observed	N

PERFORMANCE AREA - ORGANIZATIONAL CRITERIA

1. Implements effective procedures for the safe and orderly operation of the school. _____
2. Effectively communicates standards to the students, staff, ASB, community _____
3. Maintains, high standards of ethics, honesty, integrity in all personnel and professional matters. _____
4. Maintains poise and emotional stability in the full range of his professional activities. _____
5. Effectively establishes standards time for the school _____
6. Has successfully made progress on completing school goals. _____
7. Initiates or helps suggest effective programs school wide or as needed in selected areas. _____
8. Identifies and initiates solutions to organizational and program problems as they occur. _____

PERFORMANCE - INTERPERSONAL RELATIONSHIP WITH SCHOOL COMMUNITY

9. Promotes positive self image in students. _____
10. Promotes self control, self motivation, and self discipline. _____
11. Interacts with students, staff, and community in a mutually respectful and friendly manner. _____
12. Provides constructive criticism and praise when needed and appropriate. _____
13. Uses discretion and professionalism in handling confidential information and difficult situations. _____
14. Maintains open communications with parents and ASB by providing pertinent information in an effective and timely manner. _____
15. Maintains a positive rapport with staff. _____

PERFORMANCE AREA - PROFESSIONAL BEHAVIOR

16. Is reliable, punctual and consistent. _____
17. Completes job duties promptly and accurately _____
18. Maintains professional attitude and appearances, which does not detract from the learning environment. _____
19. Exercises reasonable care for the school facility and equipment. _____
20. Complies with District policies, Contract Provisions and State Regulations, Laws and Guidelines. _____
21. Promotes and organizes effective professional development for himself and staff. _____
22. Actively participates in the organization and supervision of extra curricular events. _____
23. Relationship with the ASB. _____
24. Keeps the ASB informed of current issues before the school community. _____
25. Provides professional advice for the effective decision-making process. _____

- 26. Interprets and executes the intent of the ASB directives.
- 27. Supports the goals and policies of the ASB to the students and staff.
- 28. Seeks and accepts constructive criticism of his work.
- 29. Understands his role as the school's leader.

Additional comments

ASB Chairperson

Date

Principal or P/T

Date

Where can I get more information?

The following documents are included in the CD-ROM accompanying this *Handbook*.

Toward An Adaptable New Model For Guiding Evaluations Of Educational Administrators. Stufflebeam, D. L. (1993, September). CREATE Evaluation Perspectives, 3(3), 4-6.

Administrator Evaluation: A Bibliography. Cullen, K. (1994). 155 entries.

ERIC also has a large collection of information on administrator evaluation.

In addition, personnel from the Alaskan districts cited above can describe their systems in more detail.

Sample Forms

State Standard/Local Standard Comparison Check List

State Standard	Our Standard(s)	Comments
<i>(1) An Administrator provides leadership for an educational organization.</i>		
(A) works with and through individuals and groups;		
(B) facilitates teamwork and collegiality, including treating staff as professionals;		
(C) provides direction, formulates plans and goals, motivates others and supporting the priorities of the school in the context of community and district priorities and staff and student needs;		
(D) focuses on high priority issues related to student learning and staff competence;		
(E) recognizes and acknowledging outstanding performance;		
(F) solves or convenes others to solve problems and making sound judgments based on problem analysis, best practice, district goals and procedures;		
(G) prioritizes and uses resources effectively to accomplish organizational goals through planning, involving others, delegating and allocating resources sufficiently and to priority goals;		
(H) takes action to carry out plans and accomplish goals;		
(I) maintains own professional goals.		
<i>(2) An administrator guides instruction and support an effective learning environment.</i>		
(A) supports the development of a schoolwide climate of high expectations for student learning and staff performance;		
(B) ensures that effective instructional methods are in use;		
(C) maintains school or program-level records of		

student learning, and communicating students' progress;		
(D) develops and supports instructional and auxiliary programs for the improvement of teaching and learning;		
(E) facilitates the establishment of effective learning environments.		
<i>(3) An administrator oversees the implementation of standards-based curriculum.</i>		
(A) demonstrates knowledge of current major curriculum design models;		
(B) interprets school district curricula in terms of school-level organization and program;		
(C) facilitates staff's alignment of materials, curricula, methods, goals and standards for student performance;		
(D) monitors social and technological developments as they affect curriculum.		
<i>(4) An administrator coordinates services which support student growth and development.</i>		
(A) implements and oversees student behavior and discipline procedures which promote the safe and orderly atmosphere of the school;		
(B) provides for student guidance, counseling and auxiliary services;		
(C) coordinates outreach for students, staff and school programs community organizations, agencies and services;		
(D) is responsive to parent and family requests for information, involvement in student learning and outreach assistance;		
(E) supports the development and use of programs which connect schooling with plans for adult life;		

(F) supports the development and overseeing the implementation of a comprehensive program of student activities.		
<i>(5) An administrator provides for staffing and professional development to meet student learning needs.</i>		
(A) supervises or arranges for the supervision of staff for the purpose of improving their performance, demonstrating the ability to apply , as appropriate, both collegial and hierarchical models;		
(B) works with faculty and staff to identify individual and group professional needs and design appropriate staff development opportunities;		
(C) evaluates staff for the purpose of making recommendations about retention and promotion;		
(D) participates in the hiring of new staff based upon needs of the school and district priorities.		
<i>(6) An administrator uses assessment and evaluation information about students, staff and the community in making decisions.</i>		
(A) develops tools and processes to gather needed information from students, staff and the community;		
(B) uses information to determine whether student, school or program goals have been met and implementing changes where appropriate;		
(C) interprets assessment information and evaluations for others;		
(D) relates programs to desired standards or goals.		
<i>(7) An administrator communicates with diverse groups and individuals with clarity and sensitivity.</i>		
(A) communicates clearly, effectively and with sensitivity to the needs and concerns of others, both		

orally and in writing;		
(B) obtains and uses feedback to communicate more effectively;		
(C) recognizes the influence of culture on communication style and communicating with sensitivity to cultural differences;		
(D) communicates a positive image of the school in the community.		
<i>(8) An administrator acts in accordance with established laws, policies, procedures and good business practices.</i>		
(A) acts in accordance with federal and state laws and regulations		
(B) works within local policy, procedures and directives;		
(C) administers contracts and financial accounts responsibly, accurately, efficiently and effectively.		
<i>(9) An administrator understands the influence of social, cultural, political and economic forces on the educational environment, and uses this knowledge to serve the needs of children, families and communities.</i>		
(A) acts with awareness that schools exist in a political environment and are affected by other systems with which they intersect and interact;		
(B) identifies relationships between public policy and education;		
(C) recognizes the appropriate level at which an issue should be resolved, including home, classroom, building and district levels, and taking appropriate action;		
(D) engages in and supports efforts to affect public policy that will promote quality education for		

students;		
(E) addresses ethical issues that arise in the educational environment, acting with care and good judgment within appropriate time frames;		
(F) enlists public participation in and support for school programs, student achievement and the schoolwide climate for learning.		
<i>(10) An administrator facilitates the participation of parents and families as partners in the education of children.</i>		
(A) supports and respects the responsibilities of parents and families, recognizing the variety of parenting traditions and practices in the community's diversity;		
(B) ensures that teachers and staff engage parents and families in assisting student learning;		
(C) maintains a school or program climate which welcomes parents and families and invites their participation;		
(D) involves parents and community in meaningful ways in school or program decisionmaking.		

G. Plans for Improvement

What is required?

AS 14.20.149 (b)(6) requires a “school district to prepare and implement a plan of improvement for a teacher or administrator whose performance did not meet the district performance standards, except if the teacher's or administrator's performance warrants immediate dismissal under AS 14.20.170 (a)”.

The statute further stipulates that for a plan of improvement for a **tenured teacher** whose performance, after evaluation, did not meet the district performance standards:

- the evaluating administrator must consult with the tenured teacher in setting clear specific performance expectations to be included in the plan of improvement;
- the plan of improvement must address ways in which the tenured teacher's performance can be improved and shall last for not less than 90 workdays and not more than 180 workdays unless the minimum time is shortened by agreement between the evaluating administrator and the teacher;
- the plan of improvement must be based on the professional performance standards outlined in the locally adopted school district evaluation procedure;
- the school district must observe the teacher at least twice during the course of the plan. (AS 14.20149(e)).

For an administrator who has previously acquired tenure, whose performance, including performance as an evaluator under the district's certificated employee evaluation system, does not meet the district performance standards:

- the plan must address ways in which the administrator's performance can be improved and shall last for not less than 90 workdays and not more than 210 workdays unless the minimum time is shortened by agreement between the evaluating administrator and the administrator being evaluated.
- the school district must observe the administrator being evaluated at least twice during the course of the plan.

What is “best practice”?

Virtually all the evaluation systems developed and/or recommended by evaluation experts contain a provisions for improvement of substandard performance. Most also include provisions for even adequate and excellent teachers to set and work toward professional continuous improvement goals.

In the case of substandard performance, experts agree that remediation plans must be

- specific as to weaknesses identified,
- concrete in describing the standard of performance which must be obtained,

- unambiguous in determining how achievement (or non-achievement) of the required performance standard will be measured, and
- realistic with respect to time given for improvement.

For remediation plans, the district assumes the responsibility for determining goals, achievement measures and timelines, which the employee is required to meet.

In professional development plans, on the other hand, the teacher generally sets his or her own goals for a specific time period, usually a school year, although these goals may be set within a context of overall school or district goals. In professional goal setting models, the individual teacher generally has considerable autonomy in determining how goals are to be accomplished and how accomplishment will be measured.

What are some examples of actual plans for improvement?

Most of the districts submitting information to the Department of Education routinely use self-improvement plans as part of their evaluation process. In many cases, these plans are part of a formative or continuous improvement process. Several district submitted forms or procedures dealing directly with the kind of improvement plan cited in the statute; that is, a remediation plan to bring performance up to local standards. Both types of improvement plans are exhibited on the following pages, with the professional development plans succeeding those intended for remediation.

Districts are reminded that improvement plans must be based on locally-adopted performance standards for teachers and administrators.

Remediation Plans

Anchorage School District HOW TO WRITE A PLAN FOR IMPROVEMENT

Review of the Plan for Improvement Template

The template is built in columnar format, to help establish clear connection between specific Plan elements. Beginning on the far left is the column in which the principal is to articulate "What is needed?". In this column is placed the specific and general performance concerns which have given rise to the Plan.

Moving right, the next column identifies the performance expectation of the principal and the District. Essentially, these expectations are to be built on the competencies listed in the Appraisal packet. Those competencies are to provide the core reference for both the explanation of what is wrong and what is expected.

The next column is to indicate the time frame within which the Plan is to be addressed and completed. At a minimum, beginning and ending dates must be specified. Typically, with a non-tenured teacher, the starting date will on or before February 15 and close out in mid-May. With a tenured teacher, the timeline would likely be extended by one year.

Next there is to be an indication of how the principal will determine whether the expectations of the Plan have or have not been met. Careful attention must be paid to this portion of the Plan. Whatever you say you intend to do - weekly meetings, lesson plan review, weekly observations, etc. - must be done. Don't set yourself up for a charge that you failed to meet "your part of the bargain" and consequently no action should be taken against the employee.

Finally, on the far right of the form, is the column titled "Recommended Activities." In this area will be placed suggestions for activities in which the teacher may elect to participate, in an effort to meet the performance expectations established by the principal and District.

Review of Teacher Competencies

Within the Appraisal packet is a list of teacher competencies. Although the list was not intended to be used as a "check list" for competence, since the new forms were intended to represent an enlightened movement away from check list forms, it will nonetheless serve you well as a guide for identifying performance deficiencies and defining standard against which performance can be judged.

The list includes eight distinct categories. Beneath each is a short list of behaviors or indicators of competence. Without pretending that the list is exhaustive, it is probable that just about any deficiency in performance you can either observe or describe can be subsumed beneath one of the established categories.

Development of a Glossary of Key Descriptive Phrases

The easiest and most consistent way to initially describe both the deficiency and your expectations, by category, is to use the listed competent behavior as a guide. What you produce won't be original but it will be produced and use of the list will insure that what you articulate as a performance expectation will be consistent with what another principal expects, in another school.

As an example, the first category of expected competence is Diagnosis/Evaluation of Students. To indicate your concern for poor performance in this area, begin your Plan statement with: "Does not keep accurate and adequate records of student progress". Your expectation, to be placed in the next column to the right is: "The teacher will keep accurate and adequate records of student progress".

The first statement of concern will therefore have a foundation in an adopted document. You can't stop with the first statement, of course, but it will provide a foundation and give guidance on how to proceed.

Go back to your statement of deficiency: "Does not keep accurate, etc.". The next sentence or two should describe on what basis you have reached the conclusion reflected in the statement. For example, "Lesson plans have been reviewed for the past several months. Also reviewed were sample assignments, quizzes, and tests used by the teacher in determining student grades. Grade book entries were also reviewed; of 16 assignments given to students over a three month period, only two were recorded in the grade book. Those two grades were the sole basis for the quarter grade issued."

On the form, the entries should appear like this:

Areas Needing Improvement	Expectations	Timelines
Does not keep accurate and adequate records of student progress. Lesson plans have been reviewed for several months. Also reviewed were sample assignments, quizzes, and tests used by the teacher in determining student grades. Grade book entries were also reviewed; of 16 assignments given to students over a three month period, only two were recorded in the grade book. These two grades were the sole bases for the quarter grade issued.	Teacher will keep accurate and adequate records of student progress	15-Feb. through 15-May

In another area where problems are common, Management, let's run through another example. The problem is poor control, stemming in part from lack of a communicated standard of expected conduct. Use the first of the listed competencies to state the problem: "Teacher does not clearly define behavior standards which are appropriate for the developmental stages of students". The expectation is that such standards will be defined (placed in the second column). The proper question to ask yourself after the statement is made is: "How do I know the teacher doesn't clearly define standards." Your answer to the question creates the next sentence or two. For example, "There are no posted rules for classroom conduct. Out of 16 discipline referrals submitted to the principal by the teacher during the first quarter, none referenced violation of a known rule. Students complain frequently that they do not understand what is expected of them."

Areas Needing Improvement	Expectations	Timelines
<p>Teacher does not clearly define behavior standards which are appropriate for the developmental stages of students. There are no rules for classroom conduct. Out of 16 discipline referrals submitted to the principal, during first quarter, none referenced violation of a known rule. Students complain frequently that they do not understand what is expected of them.</p>	<p>Teacher will clearly define behavior standards which are appropriate for the developmental stages of students.</p>	<p>15-Feb. through 15-May</p>

The same pattern for development of "key descriptive phrases" can be followed in each established performance category, by use of an appropriate competence.

How to Prepare a Draft Plan

Column I The first task is to articulate what it is about a teacher's performance that is deficient and problematic. This effort will determine what goes under the first column of the Plan, entitled *Areas Needing Improvement*. Sometimes, probably most of the time, the problems will be obvious. In other instances, problems will be subtle and difficult to observe. Numerous sources of information regarding a teacher's performance may be relied upon; however, if a principal relies on a source other than direct observation, it must be identified. That requirement is sometimes problematic since it is not uncommon for poor teaching to be reported by other teachers who would prefer that their observations be kept confidential. Principals too would often prefer not to pit teacher against teacher.

To get started, do a simple "speed write" exercise. As quickly as possible, write down everything you can think of that is wrong with how the teacher works with students. Don't pass judgment on your own analysis; at least not yet. Don't be concerned about writing too much; just get down your concerns.

As a second step, place your concerns under one of the eight performance categories included on the Teacher Competencies sheet. Now you have concerns identified, by category.

The third step is to rewrite the initial concerns into behavioral terms. using the descriptive statements beneath each category as a guide, just like we did above. At this point, it should become apparent if you have duplicate concerns. Try to group concerns as clearly as possible.

Again, follow a formula: state the deficiency by using a stated expectation in the negative. Then ask and answer the question "How do I know?" or "Why have I reached this conclusion?". Following the format will help to ensure consistency and should make it much easier for you to build the plan. If you do a good job stating the various problems afflicting a teacher, filling in the left-most column, completion of the other columns will be *relatively easy*.

Column II Begin the statement of *Expectations* using the positive form of the sentence you used to state the problem. In other words, if you indicate the teacher doesn't do such and such, the expectation is that the teacher will do such and such, etc. Follow the initial statement of expectation with whatever other behavior you expect. Be careful not to convert the articulation of a general expectation into a list of simple tasks to be completed. Most tasks should be listed under "Recommended Activities" rather than under "Expectations." In that way, you will avoid a situation in which a poor teacher has completed all prescribed tasks without becoming one whit better, overall.

For example, suggesting that a teacher post rules of classroom conduct on the bulletin board as a way of improving classroom management is fine. However, completion of task of posting the rules may have no effect whatsoever on the ability of the teacher to actually control the class. The teacher should not be absolved of professional responsibility for effective classroom management simply because of compliance with a suggestion by the principal about how that responsibility might be met.

Remember: The teacher is responsible for being competent in the classroom. You are responsible for providing help and support; you are not responsible for doing the job the teacher was hired to do.

Column III In this column, you establish whatever timeline you feel is appropriate. Since most plans are used for non-tenured teachers, the timeline generally runs from around February 15 through mid-May. An earlier start is even better, if possible. This plan format, however, may be used with any type of employee. Simply define a time frame that provides a reasonable opportunity for demonstration of improvement. The judgment of what is reasonable is necessarily subjective; just lay out what you would want to see if you were on the plan. Ninety (90) days is usually a good start; more time is common, less is usually problematic.

Column IV In the *Evaluation* column, it is important that a clear indication is given to the teacher (employee) of how you intend to determine whether or not the expectations defined in the Plan have been met. Be especially careful in this section. Do not promise to do something you probably won't be able to do. For example, don't say you will observe twice a week for an hour each time if you know your calendar won't allow that much devotion of time. You need to get into the classroom, but more than once a week is places unreasonable demands on your time and would probably be viewed as harassing.

Try to articulate an evaluation methodology that fits the problem and makes sense to you and to the teacher. If your diagnosis states that you believe the teacher's demonstrably poor classroom control is a product of poor lesson design and inappropriate pacing of designed lessons, include lesson plan review in your evaluation methodology, rather than just concentrating on observation of student behavior. Whatever observations you do should be purposeful and specific. That means that, as a result of your observation, you should be able to produce data/information about what you observed which can be shared with the teacher and referenced as evidence of failure to perform.

Column V The completion of the *Recommended Activities* column provides easy opportunity for discussion with the teacher - and with the Association rep who will probably accompany the teacher to the conference called to present the Plan - regarding how best to address the deficiencies identified. You may include whatever you wish, based on your own experience. Whatever reasonable suggestions are made by the teacher may also be included. If you are uncomfortable with a suggestion, leave it out. This is your Plan; it need not be the product of debate or collaboration. On the other hand, don't worry too much if the list of activities includes some items that are odd or of little utility. Completion of all recommended activities does not necessarily guarantee a judgment of competence.⁵⁶

⁵⁶ Anchorage School District, Labor Relations Department, *How to Write a Plan for Improvement*, October, 1995

**Anchorage School District
IMPROVEMENT PLAN**

Areas Needing Improvement	Expectations		Evaluation	Recommended Activities

Teacher _____ Date _____ Principal _____ Date _____

Yukon-Koyukuk School District
PLAN FOR IMPROVEMENT

NAME _____ DATE _____

DEFICIENCIES THAT MUST BE IMPROVED FOR CONTINUED EMPLOYMENT:

A follow up evaluation will occur _____

I acknowledge that I will read the above evaluation summary and recommendations, which does not necessarily mean that I agree with them. This evaluation must be signed within 24 hours and a copy returned to the signing administrator.

Evaluator's Signature

Date

(Unit Administrator)

Teacher's Signature

Date

The Plan of Improvement will include a concise statement(s) of the deficiency(ies), corrective action(s) expected of the teacher, support and assistance provided by the administration and a timeline.

Chatham School District PLAN FOR IMPROVEMENT

(Chatham School District proposes using a consulting teacher coupled with a plan of improvement to assist teachers new to the district and experienced teachers who do not meet the district's performance standards. The district has developed a plan of improvement document in goal format, which includes ways in which consulting teachers and other district personnel can support the teacher in meeting his/her goals. The following table contains a sample of teacher goals (tied to district performance areas) and support activities.)

Special Goals for The teacher

A. Skill in Planning

Write lesson plans that lead to an orderly, sequential pattern of learning. Prepare lesson plans based on specific goals and objectives that lead to behavioral changes. Write lesson plans that are understandable to supportive personnel and substitutes. Prepare teaching aids for use in presentation. Provide for a balanced variety of activities Follow Chatham School District Regional School Board policies regarding planning and preparation. As incorporated in the standard plan book, prepare plans based on goals and objectives compatible with the Philosophy and policies of the Chatham School District. Teacher demonstrates implementation of daily lesson plans.

B. Assessment and Evaluation Skills

Plan for formal tests and quizzes as indicated in scope and sequence. Give formal tests based on student needs. Recognize students' nonverbal responses. Reteaches when appropriate. Teacher will keep accurate written records of student achievement.

C. Skill in Making Assignments

Assigns lessons suitable in length and difficulty to the students' age, ability and background. Assigns lessons that are clear and definite to the student. Assigns lessons that are planned for a sequential pattern of learning. Selects assignments that are purposeful, worthwhile, and related to the subject matter and skills being taught. Takes into consideration the student and his family when assignments are made.

D. Skill in Developing Good Work-Study Habits

Provide opportunities for students' creative work. Develop research techniques (skills) among students. Provide for cooperative learning situations in research projects.

Supportive Activities by Other Personnel

A. Skill in Planning

Provide lesson plan booklet. Provide supportive materials such as teacher guides, handbooks, etc. to the teacher. Arrange for a specialist to visit the teacher to assist in the details and techniques of planning. Discuss lesson planning with the teacher. Provide examples of effective lesson plans. Make a periodic review of teacher's plans. Suggest techniques for improved planning methods. Arrange for a discussion between the teacher and another teacher concerning planning techniques.

B. Assessment and Evaluation Skills

Offer samples or suggestions. Provide samples of grading procedures. Provide gradebooks.

C. Skill in Making Assignments

Provide examples of lesson plans that demonstrate meaningful assignments to all the students. Make supportive suggestions regarding effective out-of-class assignments. Arrange a meeting between the teacher and another teacher.

D. Skill in Developing Good Work-Study Habits

Share techniques that will foster good work-study habits. Arrange a visit to a class where students have produced excellent examples of creative expression. Arrange for conferences with supportive personnel.

**Thompson School District
IMPROVEMENT PLAN**

Name: _____

Date of setting: _____

Recommended Goal(s) (Directly tied to district performance standards)	Resources	Indicators of Success	Timeline and Target Dates

*Improvement Plan goals will be tied to improving unacceptable performance on the district performance standards and indicators

Professional Development Plans

**Aleutians East Borough School District
TEACHER DEVELOPMENT PLAN**

TO BE DEVELOPED BY THE TEACHER & SUPERVISOR PRIOR TO OCTOBER 1 OF EACH YEAR

Teacher: _____ Position: _____

Site: _____ Date: _____ Supervisor: _____

Section One - Employee's Growth Plan

(if needed, use back of page and number continued paragraph)

1. The main area(s) of my performance in which I plan to develop this year is:

2. The steps I am going to take to achieve this growth are:

3. Resources and/or people who could help me succeed in this plan:

4. Steps my colleagues can take to help me:

Section 2 - Supervisor's comments or suggestions

Section 3 - Acknowledgments

Teacher _____ Date _____

Supervisor _____ Date _____

Superintendent _____ Date _____

H. New Teacher Support

The nurturing of new teachers has received considerable scrutiny recently as a result of general attention paid to enhancing the performance of education professionals. Attention to the particular needs of the entering teacher can help overcome many potential performance difficulties before they develop into serious problems. The extension of the period required to attain tenure under AS 14.20 provides additional time for the new teacher to settle into the profession. It behooves both the teacher and the district to use that time well.

What is required?

AS 14.20.149 does not specifically require districts to establish a system of new teacher support. However, it does require districts to observe non-tenured teacher twice a year as opposed to the annual evaluation required for tenured teachers.

What is “best practice”?

Peterson describes well the plight of the teacher new to the profession:

Teaching is an occupation that does not provide much credible feedback to practitioners. Other occupations provide reassurance in terms of repeat customers and staged entry. Beginning teachers expect the feedback provided by college supervisors and cooperating teachers. They expect that there are norms for practice such as those provided by teacher education programs; however, they are not to be found. Instead, they encounter isolation, alienation, and a generally negative environment for collaboration. Rather than staged entry (such as for law clerks or architect or surgical interns), new teachers face the same conditions and problems as 15-year veterans⁵⁷.

He reports that “a number of authors...have studied the needs of beginning teachers. Emerging from this research is a clear picture of how districts can support new teachers, and the extraordinarily positive impact this has on educational systems.”⁵⁸

Peterson has identified three particular areas in which beginning teachers need support: professional growth, sociological development, and personal. Specific needs in these areas vary from help with classroom discipline to assistance with finding housing. He lists several ways in which districts can meet these needs:

Orientation to tasks and district– which should be staged throughout the year to avoid overwhelming new teachers.

⁵⁷ Peterson, op. cit., p. 224

⁵⁸ Ibid., p. 212

Appropriate job assignment—having beginners teach within their academic preparation and student teaching strengths.

Supportive working conditions—including a desirable room (not shared), sufficient and available materials, protected planning time, limited extra-curricular duties, fewer preparations than assigned veterans, private work-space, released time for discretionary visits or preparation, and small classes of school-successful students.

Inservice education—targeted to specific, local programs that the new teacher uses. It also should include individualized diagnostic inservice for gaps and a gradual blend into the long-term district inservice system.

Mentor systems—which provide guides, consultants, and advocates. Mentors should not be evaluators. They should be given released time, with good substitutes, to carry out their service.

Visitation programs—which cut teacher isolation, give immediately useful ideas, provide models for mundane teacher tasks, and provide reassurance. Good substitutes (the best in the district) are important to encourage beginner participation and enable teachers to leave their classrooms with confidence.

Support groups—which permit beginners to share stories, gain perspective, feel good about their work, cut isolation, and reward each other.⁵⁹

But of primary importance to a new teacher support system, according to Peterson, is an extensive evaluation system which

- provides feedback for self-improvement
- familiarizes new teachers with good evaluation practices and
- creates positive attitudes toward evaluation⁶⁰

Most experts recommend some sort of mentoring program for beginning teachers. TEMP Memo 20, by Haertel, gives a full description of the qualifications and responsibilities of mentors.

She reports that generally, a mentor program involves pairing an experienced classroom teacher or other educator with a beginning teacher or with more experienced teachers who need to improve their performance as indicated by evaluation results or self-referral.

Qualifications of a good mentor as identified by research are

⁵⁹ Ibid. pp. 223-224

⁶⁰ Ibid.

- expertise in the grade and/or content area of the teachers being mentored
- physical proximity to the teachers being mentored so frequent contact between the mentor and protégés is possible
- time available to devote to mentoring
- pedagogical expertise
- extensive content knowledge
- ability to support and nurture others
- ethical obligation to self and others
- ability to initiate and maintain relationships
- capability of establishing confidential relationships that are mutually trusting and respectful
- knowledge about and an understanding of the developmental nature of the teaching profession

Mentors are generally assigned to one or more of the following major areas of responsibility

- helping teachers learn about teaching
- helping teachers feel positive about teaching
- assisting teachers in how to manage their workloads
- encouraging teachers to engage in the school community
- befriending teachers and providing personal support⁶¹

Although the use of mentors is recommended in formative evaluation, particularly with beginning teachers, Haertel warns that “because of the unconditionally supportive role that mentors play in the professional life of their protégés, they should not be involved in the summative evaluation of their performance for personnel decisions”.⁶²

Mentors can also be used to assist new administrators adjust to the position and/or district.

What are some examples of actual new teacher support systems?

Chatham School District reports a teacher support system which links a consulting teacher with teachers new to the system (as well as with experienced teachers needing assistance).

The Chatham system is directed by a five-member Board of Review, composed of three members appointed by the Chatham Teachers’ Association and two appointed by the Superintendent. The Board of Review determines the status of a teacher, based on time with the district and recommendations of a consulting teacher. New teachers and teachers identified as needing improvement are placed on Level 1. A teacher must have

⁶¹ Haertel, Geneva D., *Qualifications, Roles, And Responsibilities Of Assessors, Evaluators, And Mentors In Teacher Evaluation*, TEMP D Memo 20, CREATE

⁶² Ibid.

been with the district for at least one year and show evidence of meeting or exceeding district performance standards before they can be placed at Level 2.

The heart of the Level 1 activity is the consulting teacher who provides the support, advice and guidance necessary to make the teaching experience as successful as possible. Consulting teachers will be identified by the Review Board and given release time from regular classroom duties to work with their consultee. Together, the beginning teacher and the consulting teacher will develop goals based on identified strengths and weakness of the beginning teacher with respect to the performance criteria adopted by the district. The consulting teacher will assist, monitor and assess performance throughout the year. The consulting teacher will recommend employment status (retention/nonretention) to the Review Board, which in turn will recommend employment status to the Superintendent. The Review Board may call consulting teachers before it to explain, annotate and justify their employment status recommendations. The Board also will monitor the work of the consulting teachers.

The following flow chart shows the relationship among the components of the system.

flow chart

State of California
STANDARDS FOR DELIVERY OF
INTEGRATED SUPPORT AND
ASSESSMENT FOR BEGINNING TEACHERS

(Although not an example from district, standards from California’s new teacher support effort might be helpful for districts developing a such a system. The California standards can be used by district to assess their new teacher support efforts—both existing and planned—much as the Personnel Evaluation Standards developed by the Joint Committee can be used to assess overall evaluation efforts. The full text of the draft standards is found in the Evaluation Resource Kit. Sections dealing with the content of the support programs are reproduced below.)

Standard 5: Selection of Support Providers/Assessors

Support providers/assessors of new teachers are selected by well-defined, justifiable criteria that are consistent with their assigned responsibilities in the instructional program.

Rationale

Many kinds of educational professionals may serve as support providers/assessors of new teachers. However, persons selected to fill these roles should be selected for their ability to provide or their potential to develop the necessary skills to guide and assist new teachers. Criteria related to this role should be specified and should define and direct the selection process.

Criteria for assessing the program in relation to this standard

The role and specific responsibilities of the experienced teacher are clearly defined.

Selection criteria are consistent with the support provider/assessor's specified role and responsibilities. For example, the experienced teacher should understand the needs of new teachers, be willing to share ideas and materials, be an excellent professional role model, and be approachable and supportive.

Procedures for making selection decisions are clearly specified and consistently followed.

Appropriate input is sought from all stakeholders in the selection process.

New teachers and their support providers/assessors are matched in terms of relevant experience, current assignments, and/or proximity of location. If the match is not productive, alternative arrangements are made.

Assessors, if different than the support provider, are matched with new teachers in terms of experience with the content and student population being taught by new teachers.

Standard 6: Preparation of Support Providers/Assessors for their Responsibilities

Support providers/assessors are well-prepared to assume their responsibilities, and are supported in their efforts to assist new teachers. Preparation includes both development of the skills needed to identify and respond to beginning teacher needs and the development of a collegial community that engages program participants.

Rationale

Excellent teachers are not necessarily prepared to help others develop professionally. The awareness of the diversity of new teacher needs and the ability to structure and provide opportunities that nurture professional growth and development demand different abilities and skills from those required to teach young students in classroom settings. In order for support providers and assessors to successfully fulfill their responsibilities, they need to be prepared for the roles they are assuming and need opportunities to assess and to reflect on their efforts and development.

Criteria for assessing the program in relation to this standard

Formal professional development experiences are provided to assist support providers and assessors with their assigned roles.

Support providers are prepared to use assessment information in planning the delivery of support programs for individual teachers.

Support providers and assessors, if different individuals, are prepared to work together to assess the new teacher's needs and to develop plans to meet those needs.

Professional development for support providers/assessors includes an understanding of new teacher development, provides realistic expectations about new teacher performance, and fosters an understanding of a new teacher's emotional and professional needs.

Support providers/assessors are prepared to work with beginning teachers to develop an individualized induction plan.

A sense of community develops as opportunities are provided for support providers/assessors to engage in professional dialogue and to receive feedback themselves about their work with new teachers.

The program may meet additional criteria specified by local sponsors as appropriate to this standard.

Standard 7: Assessment of Beginning Teacher Performance

To develop an Individualized Induction Plan, an assessor/support provider assesses the performance of each new teacher with one or more complex measures at multiple points during the induction program. Each assessment is based on a set of defined expectations for new teachers in California, and provides a profile of information that is useful in determining the scope, focus and content of professional development.

Rationale

No one measure of teacher performance fully captures the complexity of teaching in today's schools, suggesting that multiple measures be employed at appropriate points during the teacher's introduction to the profession. Assessments of each individual teacher's strengths and areas for needed growth will help to target support services where they are most needed. Ongoing, developmentally-appropriate assessments will allow the teacher to demonstrate professional competence and will point the teacher toward professional development goals to pursue during and following the induction program.

Criteria for assessing the program in relation to this standard

The Draft Framework of Knowledge, Skills, and Abilities of Beginning Teachers forms the basis of expectations for beginning teacher assessments.

Assessment methods used assess teaching competence authentically and recognize the complexity and diversity of teaching.

The psychometric characteristics of formal assessment instruments used accurately reflect the teacher's competencies and validly measure the domains being assessed.

Persons conducting new teacher assessments are well-qualified to do so with respect to training and demonstrated teaching competence.

Administration of the assessment instrument/system is relatively cost-effective.

Assessment information is collected and interpreted in ways that contribute to the development of an individualized induction plan.

Informal assessments of new teacher performance are conducted on an ongoing basis.

Assessments establish readiness and opportunities to reflect on career long professional growth and development goals.

The program may meet additional criteria specified by local sponsors as appropriate to this standard.

Standard 8: Development and use of the Individualized Induction Plan

As part of the induction program, the support provider/assessor collaborates with the new teacher in the development and implementation of an Individualized Induction Plan (IIP) that supports the professional growth of the beginning teacher. IIPs are based in part on formative assessment results, and are reconsidered and revised according to emerging needs. IIPs primarily address the unique needs of individual teachers, and may include common topics and activities for all participants in the program.

Rationale

The individualized induction plan forms the essential linkage between the assessments of beginning teacher performance and the plans to help new teachers develop professional competence. This plan builds on each teacher's assessed needs and outlines specific plans for facilitating each new teacher's growth and development.

Criteria for assessing the program In relation to this standard

An experienced colleague helps the new teacher develop the Individualized Induction Plan that builds on both formal and informal assessments of teacher performance.

The plan includes individual performance goals, outlines specific strategies for achieving those goals, and documents the teacher's progress in meeting the established goals.

The goals established for new teacher development are consistent with the expectations for teacher performance outlined in the Draft Framework of Knowledge, Skills, and Abilities for Beginning Teachers.

The individualized induction plan outlines the individual assistance and the professional development opportunities that will be made available to the beginning teacher to address the established performance goals.

An experienced colleague helps the new teacher reflect on progress in meeting the professional development goals established in the individualized induction plan.

The program presents evidence of commitment to the process of Individualized Induction Planning by assuring that every beginning teacher prepares a growth plan, pursues the objectives set forth in that plan and revises the plan as new professional development objectives are identified.

The program may meet additional criteria specified by local sponsors as appropriate to this standard.

Standard 9: Provision of Individualized Assistance and Support by Experienced Teachers

Support activities provided by experienced colleagues are designed to be appropriate to new teachers' individual needs, are reflected in the Individualized Induction Plan, and are provided in a manner that facilitates new teacher growth and development. Support activities are planned so new teachers can meet professional performance expectations. New assessment information is used periodically to monitor development and adjust support activities.

Rationale

Mentoring and advice from more experienced colleagues can be a powerful means of providing support and assistance to new teachers. Making the knowledge and skills of experienced teachers available to new teachers involves careful planning so that the time spent working together can be useful and productive. The individualized induction plan should outline the ways in which experienced teachers and new teachers will work together to promote growth.

Criteria for assessing the program in relation to this standard

An experienced colleague provides support and assistance to each new teacher on a regular basis.

Experienced teachers are given time and a designated responsibility to work with an appropriate number of beginning teachers.

The experienced teacher assists the beginning teacher in developing an individual induction plan based on information gathered in formative assessments.

The experienced teacher assists the new teacher in establishing goals that are consistent with the Draft Framework of Knowledge, Skills, and Abilities for Beginning Teachers.

The areas of performance in which a new teacher is assisted are determined by that new teacher's assessed needs and concerns and are appropriate to the new teacher's developmental stage.

Experienced teachers assist beginning teachers with a variety of teaching tasks, such as preparing instructional plans, reviewing and selecting curriculum materials, facilitating instructional activities, analyzing student progress, and preparing for parent conferences.

Experienced teachers and beginning teachers have opportunities to observe one another teach, reflect on instructional practices, and share professional development activities.

A monitoring system is established to ensure that support providers and/or assessors are available to assist beginning teachers.

Experienced teachers are recognized and rewarded for their work with beginning teachers.

Standard 10: Provisions for Support Providers/Assessors, and New Teachers to Work Together

New teachers are provided with an integrated. system of support and assessment. New teachers and their support providers/assessors are given time and opportunity to work together on a regular, ongoing basis. Assessors, if they are different than support providers, are provided time to work with new teachers and their support providers as appropriate.

Rationale

The one-on-one relationship between new teachers and their support providers/assessors, are most effective when time is provided to work together on a regular, ongoing basis. Proximity of location also helps to facilitate opportunities to meet and share information, advice, experience, and reflective feedback.

Criteria for evaluating the program in relation to this standard

Formal, sanctioned time in the form of released time, reduced teaching loads, or joint planning periods, is provided for new teachers and support providers/assessors to work together.

Realistic expectations are established about how often new teachers and their support providers/assessors will meet; and will vary according to individual needs.

Meetings between new teachers and support providers/assessors are planned to minimize the disruption of student instructional time.

Beginning teachers work with experienced teachers in a variety of ways, such as preparing curricular and instructional plans, selecting and using instructional materials, observing one another teach, reflecting jointly on practice, reviewing student work, and attending professional development activities together.

The program establishes a closely linked assessment and support process that guides the development of teaching expertise by facilitating and documenting an effective working relationship between new teachers and their support providers/assessors.

Feedback about the joint work of beginning teachers, support providers/assessors is sought in formal and informal ways.

The program may meet additional criteria specified by local sponsors as appropriate to this standard.

Standard 11: Design and Content of Professional Development Activities for New Teachers

Professional development activities are based on a set of defined expectations for new teachers in California, are reflective of local curricular priorities, are responsive to individual teacher needs and concerns, and are derived in part from formative assessment information.

Rationale

Teacher development should be guided by a common set of expectations embodying expertise, competence, and performance, yet reflective of individual needs and responsive to local priorities. A variety of professional development experiences, such as special beginning-of-the school year orientation meetings, seminar or workshops held throughout the school year, university courses and professional conferences, have been found to be useful for beginning teachers. Formal learning experiences need to be designed, presented and reinforced with follow-up experiences so that teachers will find the learning experience to be helpful and relevant to their own individual assessed needs. These experiences should not add to the burdens of beginning teaching, but should instead assist teachers in improving and enhancing their classroom performance.

Criteria for assessing the program in relation to this standard

Consideration is given to the new teacher's workload in planning the time, place and frequency of professional development experiences.

Persons selected to provide professional development opportunities are well-qualified to do so and understand the needs of new teachers.

Provisions are made to assure that all new teachers take part in professional development activities geared to their own specific assessed needs and leading them to competent performance in the school and classroom.

Professional development opportunities are shaped by information gained from new teacher assessments.

Professional development opportunities are presented and supported through a variety of strategies that have been found to be effective in working with new teachers, such as peer coaching, observations, teaching demonstrations, and interactive journals.

The experienced teachers and new teachers participate jointly in appropriate professional development experiences.⁶³

⁶³ California Department of Education and the Commission on Teacher Credentialing, *Draft Standards of Quality and Effectiveness for Beginning Teacher Support and Assessment Programs*, September 1996

Where can I get more information?

Peterson's *Teacher Evaluation* gives a detailed analysis of new teacher hire, support and evaluation. Personnel from the Chatham School District can provide information about their system. TEMP Memo 20 on mentoring is included in the CD-ROM accompanying this *Handbook*.

I. Community Involvement

What is required?

State statute requires school boards to “consider information from students, parents, [and] community members... in the design and periodic review of the district’s certificated employee evaluation system” [AS 14.20.149(a)] and to “provide an opportunity for students, parents, [and] community members...to provide information on the performance of the teacher or administrator who is the subject of the evaluation to the evaluating administrator” [AS14.20.146(b)(7)].

What is “best practice”?

While evaluation professionals have identified ways in which students and parents can (and should) be involved in the district’s professional personnel evaluation program, little attention has been paid to involving members of the broader community. Yet, the community as a whole is a stakeholder in the process.

Strike, in a *Bill of Rights for Teacher Evaluation*, identifies the rights of the general public

1. Parents and the members of the community have a right to expect that the educational welfare of children will be the paramount concern to any system of teacher evaluation.
2. Parents and the members of the community have the right to expect that their children will be taught by competent people.
3. Parents and the members of the community have the right to expect that the competence of teachers will be assessed on a regular basis and in a fair and functional way.
4. Parents and the members of the community have the right to expect that evaluation will be acted on in a way that improves the education of their children and protects their children against maliciousness or incompetence.
5. Parents and members of the community, have the right to have their concerns and complaints fairly considered.
6. Parents and the members of the community have the right to have teachers evaluated according to publicly-known standards and by publicly-known practices.⁶⁴

These rights may suggest to districts ways in which the community could be involved in the evaluation system.

What are some examples of actual activities to involve community members in the design and implementation of the evaluation system?

⁶⁴ quoted in Peterson, *Teacher Evaluation*, p. 217

Several districts collect information from local advisory or community school committees, particularly in administrator evaluation . These districts were identified earlier in this section. No district reported systematically involving the general community.

However, Chatham School District has surveyed its community members to ask for input in meeting the requirements of HB 465. Survey responses are being analyzed by a team composed of one each of the following: student, parent, teacher and administrator. The team is drafting a community/student teacher evaluation component for the district.

Another way of getting input into the design would be to have representation from the community (in addition to parents and students) on the design team.

Chatham School District
COMMUNITY/STUDENT TEACHER EVALUATION SURVEY

Our district needs to include community input in the evaluation of our teachers. The purpose of this survey is to determine how students, parents and other community members could best contribute to teacher evaluations. With that in mind, please respond to the following questions. Attach additional paper if you need more space. Any comments you may have would be welcomed and appreciated. Please return this survey to your site administrator before December 13.

School: _____

I am a: Student _____ Parent _____ Teacher _____ Other _____

1. In what areas would you like to be able to evaluate teachers?

2. How would you recommend being able to evaluate teachers in the areas you identified in question 1? In other words, what methods would you use to evaluate the teachers in those areas? For example, if community relations was one identified area then perhaps determining if teachers write parent newsletters, conduct parent-teacher meetings, facilitate extra-curricular activities and attend ASB meetings could be included as methods of evaluation.

3. What would indicate how well a teacher is doing in each of the areas you identified in question 1? For example, if community relations was one identified area then perhaps the frequency and quality of parent newsletters sent home could be an indicator of how well the teachers are doing in community relations.

4. How much weight do you think should be placed on community/student input in relation to the overall teacher's evaluation?

Where can I get more information?

Chatham School District staff can indicate how successful the survey was in obtaining information on design. No other sources of information in state or nationally were retrieved concerning broad community involvement in the design and implementation of district personnel evaluation systems.

Inservice Training

State statute requires two types of training for school district personnel:

AS 14.20. 149(c) A person may not conduct an evaluation under this section unless the person holds a type B certificate or is a site administrator under the supervision of a person with a type B certificate, is employed by the school district as an administrator and *has completed training in the use of the school district's teacher evaluation system* (emphasis added).

(d) Once each school year, a school district shall offer *in-service training to the certificated employees who are subject to the evaluation system*. The training must address the procedures of the evaluation system, the standards that the district uses in evaluating the performance of teachers and administrators, and other information that the district considers helpful.

Although districts are free to design their own training, several alternative scenarios are provided here to assist districts in their planning.

A. Evaluator Training

Research has established several areas in which persons designated to evaluate school professionals should have knowledge and expertise. Haertel, in the TEMP Memo quoted above, lists five critical qualifications:

- thorough knowledge and understanding of the school district's teacher evaluation policies and procedures
- familiarity with the background and context of the schools in which teachers are to be evaluated
- familiarity with the subject matter, grade level, and student populations that teachers are expected to instruct
- awareness of the purpose of the evaluation, the criteria covered by the teacher evaluation system, the domains and indicators for the criteria, and the standards of performance upon which teachers are to be evaluated
- understanding of basic evaluation and assessment concepts, including the importance of standardized procedures, accurate and reliable data, valid interpretations, objectivity and fairness, and timely reporting of results

Most of the literature on school personnel evaluation recommends that the person or groups charged with collecting the information (observers, assessors) not be the person who will be called upon to make the evaluative judgment concerning employment status. Experts suggest that if the school administrator is called upon to assume both roles, as

he/she is under Alaska law, then the administrator must also be able to perform the following technical functions:

- adhere to standardized procedures for such methods as interviews and observations
- gather information about the teacher's performance; obtaining relevant data from several sources; and, in some cases, performing operations (e.g., tabulating survey results) to summarize them
- describe and summarize data from classroom observations, interviews, and portfolios

Two alternative training session formats which cover (at least generally) these topics follow. It is suggested that for the first year the full-day format be seriously considered. The proposed formats rely heavily on district staff to present and explain the system. Preferably, the presentations will involve both representatives of the group responsible for developing the system and those district staff who will be responsible for monitoring the system. If consultants are used, they should be used for the purpose of training in technical processes and details.

Evaluator Training Sample Agenda
Full-Day Session

8:30 a.m.	<p>Welcome and Opening Remarks</p> <ul style="list-style-type: none"> • School district’s commitment to quality evaluation • Importance of good evaluation to the district’s program improvement goals and the state’s quality initiative • Brief overview of HB 465 requirements, district design process, district design team, school board action 	District Superintendent
9:00	<p>District evaluation system philosophy and foundation:</p> <ul style="list-style-type: none"> • state content and district performance standards • performance criteria 	District Design Team member/Evaluation administrator
10:15	<p>District Evaluation System components/data sources</p> <ul style="list-style-type: none"> • observation • student information • parent information • community information • peer information • plan for improvement 	District Design Team member/Evaluation administrator
11:00	<p>District Evaluation System mechanics</p> <ul style="list-style-type: none"> • forms • timelines • data flow • data reporting • data security 	Evaluation administrator
12:00 p.m.	Lunch Break	
1:00	<p>Implementing the system</p> <ul style="list-style-type: none"> • detailed walk-through of forms/ procedures 	Evaluation administrator/consultant
1:45	<p>Hands-on exercise in observation using small groups with video simulation</p>	Evaluation administrator/consultant
2:45	<p>Sharing small group results</p> <ul style="list-style-type: none"> • problems encountered • ideas that work 	Participants
3:15	<p>How to interpret and report results of student/parent and community surveys</p>	Evaluation administrator/consultant

4:00

Next steps

- additional training needs
- resources available/needed
- how to get help, if necessary

Participants

4:30

Adjourn

Evaluator Training Sample Agenda
Half-Day Session

(If district's cannot devote a full day to evaluator training, the above material may be condensed into a half-day program. Less than a half day session is not recommended for evaluators, at least for the initial year.)

8:30 a.m.	<p>Welcome and Opening Remarks</p> <ul style="list-style-type: none"> • Brief overview of HB 465 requirements, district design process, district design team, school board action 	District Superintendent
8:45	<p>District evaluation system philosophy and foundation:</p> <ul style="list-style-type: none"> • state content and district performance standards • performance criteria 	District Design Team member/Evaluation administrator
9:30	<p>District Evaluation System components/data sources</p> <ul style="list-style-type: none"> • observation • student information • parent information • community information • peer information • improvement plans 	District Design Team member/Evaluation administrator
10:30	<p>District Evaluation System mechanics</p> <ul style="list-style-type: none"> • forms • timelines • data flow • data reporting • data security 	Evaluation administrator
11:00	<p>Implementing the system</p> <ul style="list-style-type: none"> • detailed walk-through of forms/procedures 	Evaluation administrator/consultant
12:30	Adjourn	

B. Evaluatee Training

At the very least, persons who are to be evaluated under the district's system need to have a thorough understanding of what the system is, how and by whom it was developed, and how it will function. In addition, if the evaluatees will be asked to assume more responsibility for their own evaluation and that of others (for example, peer or self evaluation, portfolio or dossier development), they must be given the appropriate tools to function effectively. Research suggests that a first level training needs to provide clear and explicit information to evaluatees on the criteria, procedures and precedents of the system. As evaluatees assume more responsibility, Peterson has identified additional inservice needs:

Without inservice training...on topics of sampling and statistical analysis, teachers lack the tools and confidence to take initiative. They are less able to make decisions for which they take responsibility. The knowledge of teachers needed to design and complete good teacher evaluation is considerable and should be built over a period of years. This not only strengthens teacher work on their own evaluation but it becomes a resource for the district as the collective teacher wisdom and experience accumulate...One justification for inservice work in teacher evaluation topics is the transfer to classroom teaching practice. Ideas about teacher performance assessment and authentic evaluation directly apply to student learning and assessment. For example, the dossiers of teachers have a parallel in student portfolios. The ideas of data gathering and presentation are important in student work. principles of sampling, evidence, and documentation serve teachers well as they plan student curriculum.⁶⁵

He cites the findings of Berman and McLaughlin on designing effective teacher inservice on evaluation. Their findings are for districts to include (a) concrete, teacher-specific, ongoing advice; (b) assistance on individual teacher evaluations; (c) visits and observations of successful evaluation programs in other locations; (d) regular meetings on teacher evaluation progress; (e) teacher participation in evaluation program decisions; (f) local development of evaluation materials; and (g) inclusion of administrators in training.

Three alternative formats are provided for the initial evaluatee training: two hour block in a longer in-service session; a half-day session and a full day session. As districts conduct the training in future years, they are encouraged to follow the above suggestions and include specific, technical training which teachers can use in evaluating themselves and others.

⁶⁵ Peterson, op. cit, pp. 247-48

Evaluatee Training Sample Agenda
Two hour block

10 minutes	<p>Welcome and Opening Remarks</p> <ul style="list-style-type: none"> • Brief overview of HB 465 requirements, district design process, district design team, school board action 	District Superintendent
30 minutes	<p>District evaluation system philosophy and foundation:</p> <ul style="list-style-type: none"> • state content and district performance standards • performance criteria 	District Design Team member/Evaluation administrator
30 minutes	<p>District Evaluation System components/data sources</p> <ul style="list-style-type: none"> • observation • student information • parent information • community information • peer information • improvement plans 	District Design Team member/Evaluation administrator
20 minutes	<p>District Evaluation System mechanics</p> <ul style="list-style-type: none"> • forms • timelines • data flow • data reporting • data security 	Evaluation administrator
30 minutes	<ul style="list-style-type: none"> • participant questions/concerns • identification of additional training/information needs 	Participants

Evaluatee Training Sample Agenda
Half-day

8:30 a.m.	Welcome and Opening Remarks <ul style="list-style-type: none">Brief overview of HB 465 requirements, district design process, district design team, school board action	District Superintendent
8:45	District evaluation system philosophy and foundation: <ul style="list-style-type: none">state content and district performance standardsperformance criteria	District Design Team member/Evaluation administrator
9:15	District Evaluation System components/data sources <ul style="list-style-type: none">observationstudent informationparent informationcommunity informationpeer informationimprovement plans	District Design Team member/Evaluation administrator
10:00	District Evaluation System mechanics <ul style="list-style-type: none">formstimelinesdata flowdata reportingdata security	Evaluation administrator
10:30	Implementing the System <ul style="list-style-type: none">detailed walk-through of forms, with specific discussion of evaluatee rights and responsibilities	Evaluation administrator
11:30	Evaluatee questions/concerns	
12:00	Adjourn	

Evaluatee Training Sample Agenda
Full Day Session

8:30 a.m.	<p>Welcome and Opening Remarks</p> <ul style="list-style-type: none"> • School district’s commitment to quality evaluation • Importance of good evaluation to the district’s program improvement goals and the state’s quality initiative • Brief overview of HB 465 requirements, district design process, district design team, school board action 	District Superintendent
9:00	<p>District evaluation system philosophy and foundation:</p> <ul style="list-style-type: none"> • state content and district performance standards • performance criteria 	District Design Team member/Evaluation administrator
9:45	<p>District Evaluation System components/data sources</p> <ul style="list-style-type: none"> • observation • student information • parent information • community information • peer information • improvement plans 	District Design Team member/Evaluation administrator
10:30	<p>District Evaluation System mechanics</p> <ul style="list-style-type: none"> • forms • timelines • data flow • data reporting • data security 	Evaluation administrator
11:00	<p>Implementing the System</p> <ul style="list-style-type: none"> • detailed walk-through of forms, with specific discussion of evaluatee rights and responsibilities 	Evaluation administrator
12:00	Lunch Break	
1:00	<p>Obtaining and Using Student/Parent Information</p> <ul style="list-style-type: none"> • what makes a good instrument • what is a valid sample • how can the results be interpreted 	Evaluation administrator/consultant
1:30	<p>Student Survey Case Study Small group exercise</p>	Evaluation administrator/consultant

2:15	Sharing small group results <ul style="list-style-type: none"> • problems encountered • ideas that work 	Participants
2:45	Using student/parent information to write a self-improvement plan	Evaluation administrator/ consultant
4:00	Next steps <ul style="list-style-type: none"> • additional training needs • resources available/needed 	Participants
4:30	Adjourn	

Resources

A. People

Members of the professional Evaluation Project Committee:

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Consultants:

National Experts

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Portland State University
P.O. Box 791
Portland, OR 97207

John Stewart, Assistant Superintendent
Randy Zila, Director, Human Resources
Thompson School District
535 Douglas
Loveland, CO 80537

CREATE Staff:

Arlen Gullickson, Chief of Staff at CREATE, has indicated to the Department of Education that the Center would be willing to provide the following types of service to Alaska school districts, should interest warrant:

Discussion Groups. A ListServ or Bulletin Board system to make it possible for educators to raise and discuss issues pertinent to them as they develop their evaluation systems. One or more Evaluation Center staff members could monitor and participate in these discussions to raise questions, offer information and generally ensure that people and schools proceed in positive ways to address issues confronting them.

Ask the Expert. This could be an e-mail link where individuals can raise questions directly with Evaluation Center staff and receive an individual response. When necessary, Center staff can conduct research on the topic or issue prior to responding.

Website. A website can provide bibliographical information; assistance in locating, evaluating, and sharing instruments and evaluation procedures; and links to other pertinent web resources.

On-site Instruction. Center staff could provide workshop instruction (e.g., on the personnel evaluation standards) at conferences or meetings during the year. Workshops could also be developed in a "trainer of trainers" tradition so that those who participate could work under guidance from Center staff to develop their knowledge and skills and then provide direct instruction and support locally.

In-State:

Staff from the districts which submitted information on their evaluation systems to the Department of Education are willing to answer questions concerning their processes and forms.

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Tom Ryan, Superintendent
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Anchorage Schools
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Kenai Peninsula Borough Schools
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Handbook Compiler:

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B. Information

Kenneth D. Peterson's *Teacher Evaluation: A Comprehensive Guide to New Directions and Practices*, is an excellent resource for districts as they develop evaluation systems. The guide is available for \$29.95 from:

Corwin Press, Inc.
2455 Tellen Road
Thousand Oaks, CA 91320-2218

Another excellent source of information on evaluation is CREATE, which describes itself as follows:

ABOUT CREATE

On November 1, 1990, the national research and development center known as CREATE (Center for Research on Educational Accountability and Teacher Evaluation) was established with funding from the U.S. Department of Education, Office of Educational Research and Improvement (OERI).

CREATE's federal mandate calls for it to be the focal point for U.S. efforts to improve measurement criteria, instruments, and procedures for evaluating the performance of teachers, administrators, support personnel, and programs in both public and private schools, as well as for evaluating the schools themselves. Consistent with this intent, CREATE has a strong field orientation.

CREATE is a component of The Evaluation Center, housed at Western Michigan University's Office of the Vice President for Research. The Evaluation Center was established at The Ohio State University in 1965 and moved to Western Michigan University in 1973. Its long-standing mission is to advance the theory and practice of evaluation. Since 1975, the Center has been the home base of the national joint committee that sets professional standards for evaluation practices in education. The committee has issued professional standards for evaluations of both programs and personnel and is the only group in education to be accredited by the American National Standards Institute.

Virtually all of CREATE's projects are focused on assessing and addressing the needs of U.S. schools. Current CREATE projects include development of prototype models of evaluation of

- teachers based on evaluation of extant models of teacher evaluation
- administrators and support personnel
- total school programs

as well as an analysis of cross-cutting issues in the theory and practice of educational evaluation, and a comprehensive program to disseminate CREATE information.

CREATE is attempting to help public and private schools in all 50 states and the District of Columbia

- assess their evaluation strengths and needs
- identify the best practices that now exist; improve upon them where possible
- develop some new and better approaches; and
- train educators, school board members, and other interested stakeholders to use valid evaluation methods to improve professional services in the schools.

CREATE publications can be accessed by several means:

1. Full-text of many documents, including all of the memos written as part of the Teacher Evaluation Models Project (TEMP) is found on the CD-ROM accompanying this *Handbook*. To access the documents, open the Netscape index in the CREATE folder on the CD and choose Option 3: *A database of full-text CREATE materials on teacher evaluation (and other types of educational evaluation)*.
2. All back issues of *Education Perspectives*, the CREATE newsletter, can be accessed through the Center's Website at the following Internet address:

<http://www.wmich.edu/centers.html>

The Website also gives access to ERIC and U.S. Department of Education resources on evaluation.

3. Materials can be purchased directly from CREATE. Materials can be ordered on-line from the above Website or through the regular mail.

The following are the most commonly-requested CREATE titles (in addition to those contained in the CD-ROM Teacher Evaluation Kit):

Teacher Self-Evaluation: The Literature in Perspective. Airasian, P. W., Gullickson, A. R., Hahn, L., & Farland, D. (1995). \$20

This literature review provides a comprehensive perspective of self-evaluation efforts, understanding of issues that have emerged regarding the efficacy of self-evaluation, and an analysis of current self-evaluation efforts as well as of barriers to self-evaluation

Handbook for Developing a Teacher Performance Evaluation Manual: A Metamanual. Farland, D. S., & Gullickson, A. R. (1996). \$20

This is a how-to manual for those responsible for or interested in analysis, development, and implementation of teacher evaluation systems. An example of each manual section is given, plus discussion of each; analysis against The Personnel Evaluation Standards; and supplemental resources

A Consumer Report on School Report Cards. Jaeger, R. M., Gorney, B., Johnson, R., Putnam, S. E., & Williamson, G. (1994). \$10

This report is designed to assist public school officials to learn how to better construct school report cards and to help parents learn what to demand in reports on schools their children attend.

The Nation's Schools Report to the Public: An Analysis of School Report Cards. Jaeger, R. M., Johnson, R., & Gorney, B. (1993). \$20

Designing and Developing Effective School Report Cards: A Research Synthesis. Jaeger, R. M., Gorney, B., Johnson, R., Putnam, S. E., & Williamson, G. (1994). \$30

This is an extensive review and synthesis of the research related to school report cards.

A Model for School Evaluation. Sanders, J. R., Horn, J. G., Thomas, R. A., Tuckett, D.M., and Yang, H. (1995). \$20

This publication provides a research foundation for school evaluation and then a model and detailed procedures for conducting the evaluation.

To purchase, contact

Ms. Patti Negrevski
The Evaluation Center
Western Michigan University
Kalamazoo, MI 49008-5178

e-mail Patti.Negrevski@wmich.edu

CREATE also has identified A “Short Shelf” of key works on personnel evaluation. The full annotated bibliography, together with publishers’ addresses, is found in TEMP Memo 9 in the *Teacher Evaluation Kit* CD-ROM.

Short Shelf Titles: (Titles with a asterisk are included in the Evaluation Resource Kit available from the Department of Education; titles with ED numbers can be accessed through ERIC)

Bickers, Patrick M. (1988). *Teacher Evaluation: Practices and Procedures.* Arlington, VA: Educational Research Service. (ED 304 740)

Bridges, Edwin, with Groves, Barry. (1990). *Managing the Incompetent Teacher* (2nd ed.). Eugene, OR: University of Oregon, ERIC Clearinghouse on Educational Management. (ED 320 195)

Duke, Daniel L., & Stiggins, Richard J. (1986). *Teacher Evaluation: Five Keys to Growth*. Washington, DC: American Association of School Administrators; National Association of Elementary School Principals; National Association of Secondary School Principals; and National Education Association. (ED 275 069)

Eder, Robert W., & Ferris, Gerald R. (Eds.). (1989). *The Employment Interview: Theory, Research, And Practice*. Newbury Park, CA: Sage Publications, Inc.

*Joint Committee on Standards for Educational Evaluation. (1988). *The Personnel Evaluation Standards: How to Assess Systems for Evaluating Educators*. Newbury Park, CA: Sage Publications, Inc.

Millman, Jason, & Darling-Hammond, Linda. (Eds.). (1990). *The New Handbook of Teacher Evaluation: Assessing Elementary and Secondary School Teachers*. Newbury Park, CA: Sage Publications, Inc.

Mitchell, James V., Jr., Wise, Steven L., & Plake, Barbara A. (Eds.). (1990). *Assessment of Teaching: Purposes, Practices, and Implications for the Profession*. Hillsdale, NJ: Lawrence Erlbaum Associates, Inc., Publishers.

Schwab, Richard L. (Ed.). (1990). *Research-Based Teacher Evaluation: A Special Issue of the Journal of Personnel Evaluation In Education*. Boston, MA: Kluwer Academic Publishers.

Stanley, Sarah J., & Popham, W. James. (Eds.). (1988). *Teacher Evaluation: Six Prescriptions for Success*. Alexandria, VA: Association for Supervision and Curriculum Development. (ED 299 683)

Anderson, Mark E. (1991). *Principals: How to Train, Recruit, Select, Induct, and Evaluate Leaders for America's Schools*. Eugene, OR: University of Oregon, ERIC Clearinghouse on Educational Management.

Scriven, Michael. (1991). *Evaluation Thesaurus* (4th ed.). Newbury Park, CA: Sage Publications, Inc.

*Stronge, James H., & Helm, Virginia M. (1991). *Evaluating Professional Support Personnel in Education*. Newbury Park, CA: Sage Publications, Inc.

Wheeler, Patricia, Haertel, Geneva D., & Scriven, Michael. (1992). *Teacher Evaluation Glossary*. Kalamazoo, MI: Western Michigan University, The Evaluation Center.

Teacher Quality Working Group (TQWG) Member List

Tim Peterson	Kenai Peninsula Borough School District
Mark Jones	NEA Alaska
Chris Meier	Cook Inlet
Bunny Schaeffer	Northwest Arctic Borough School District
Esther Cox	State Board of Education & Early Development
Peggy Carlson	Fairbanks North Star Borough School District
Dr. Anne Marie O'Brien	Northwest Arctic Borough School District
Carol Comeau	Anchorage School District
Ed Graff	Anchorage School District
Ted VanBronkhorst	Bering Strait School District
Jackie Johnson	Matanuska-Susitna Borough School District
Fred Villa	University Alaska Statewide
Marc Robinson	Alaska Statewide Mentor Project
Betty Walters	Alaska Statewide Mentor Project
John Lamont	Lower Yukon School District
Dr. Mary Snyder	University of Alaska Anchorage
Dr. Eric Madsen	University of Alaska Fairbanks
Claudette Engblom-Bradley	Alaska Pacific University
Dr. Deborah Lo	University of Alaska Southeast
Abby Augustine	Lower Kuskokwim School District, Retired
Alex Russin	Lower Yukon School District

Dr. Allan Morotti	University of Alaska Fairbanks
Anne Armstrong	University of Alaska Fairbanks
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Bernadette Alvann-Stimpfle	Kawerak
Gerry Briscoe	Alaska Comprehensive Center/SERRC
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Dr. Thomas Duke	University of Alaska Southeast
Todd Hess	Anchorage School District
Mary Janis	Anchorage School District
Cindy Trawicki	Anchorage School District
Teri Schneider	Kodiak Island Borough School District
Dr. Linda Black	Alaska Pacific University
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Barbara Nagengast	Anchorage School District
Pete Lewis	Fairbanks North Star Borough School District
Phyllis Carlson	Education & Early Development
Patricia Truman	Education & Early Development
Sondra Meredith	Education & Early Development
Cyndy Curran	Education & Early Development

Agenda
Teacher Quality Working Group
December 6-8, 2010

Monday, December 6

- 10:00 Welcome
 Setting the Purpose
 TQ Updates

- 10:30 Review TQ Evaluation Recommendations
 Evaluation Statutes and Regulations

- 11:45 Lunch on your own

- 1:15 SFSF: WWWT
 Definitions and Reporting

- 4:30 Adjourn for the day

Tuesday, December 7

- 8:30 Welcome Back
 Teacher Evaluation: The Changing Landscape

- 10:15 Break

- 10:30 Teacher Evaluation in Alaska

- 11:45 Lunch on your own

- 1:00

- 2:30 Break

2:45

4:30

Wednesday, December 8

8:30 Welcome Back

10:15 Break

10:30

11:45 Lunch on your own

1:00

2:30 Break

2:45

3:30 Next steps
Closing comments

Agenda
Teacher Quality Working Group
August 29-30, 2011

Monday, August 29

- 8:30 Welcome and Introductions
 Setting the Purpose
 Updates
- Group members
 - Across the States
- Alaska's Quality Teacher Definition
- Review purpose
 - Review Definition
- Race to the Top Effective Teacher and Principal Definitions
- 10:30 Break
- 10:45 Results of Evaluation Survey
- 11:45 Lunch on your own
- 1:00 Working with NCCTQ Guide
- 2:45 Break
- 3:00 Finish work with NCCTQ Guide and prepare report out
- 4:00 Adjourn for the day

Tuesday, August 30

- 8:30 Welcome Back
Thoughts from yesterday
- Small Group Reports and Discussion
- 10:15 Break
- 10:30
- 11:45 Lunch on your own
- 1:00
- 2:30 Break
- 2:45 Timeline and Next Steps
- 4:00 Closing comments

Teacher Quality Working Group
October 13-14, 2011

Alaska's Quality Teachers Definition.

Quality teachers model a love of learning, respect students and peers, and recognize the value of students as partners in the learning process.

Quality teachers establish and facilitate a culture of learning by engaging and inspiring students.

Quality teachers continuously evaluate student learning and reflect upon and refine their practice to meet the needs of all students.

Quality teachers support learning beyond the classroom by engaging and collaborating with families and communities in the education of their children.

Quality teachers enhance the profession of teaching through continuous professional growth, and maintain a high standard of professional ethics.

*Teacher Quality Working Group
03/12/2010*

Agenda
Thursday, October 13

- | | |
|-----------------|--|
| 8:30 | Welcome and Introductions
Setting the Purpose
Updates |
| | Flexibility to Improve Student Academic Achievement and Increase the Quality of Instruction |
| 10:30 | Break |
| 10:45-
12:15 | Welcome and Introductions
Setting the Purpose
Group Updates
RTTT Teacher Evaluation Plans |
| | ESEA Flexibility Option Overview |
| 12:15 | Lunch on your own |
| 1:30 | Report out on "reality" |

NSEW Activity

Overview of Evaluation Types

Break as needed

4:30 Homework
Adjourn

Friday, October 14

8:30 Welcome Back
Insights from yesterday
Complete small group work
Carousel Walk

SIG Draft Teacher Evaluation Template
Viewing your district through the SIG Lens

10:15 Break

10:30 What do you do with non-tested subjects?

Bluebirds, Redbirds and Blackbirds: Levels of performance

11:45 Lunch on your own

1:00 Value-Added Models
Discussion

Remember the PIP? Using student growth/achievement data in teacher evaluations

2:30 Break

2:45 Next steps and timeline

4:00 Next meeting: November 3-4 in Juneau
Closing comments

Teacher Quality Working Group
November 3-4, 2011

Alaska's Quality Teachers Definition

Quality teachers model a love of learning, respect students and peers, and recognize the value of students as partners in the learning process.

Quality teachers establish and facilitate a culture of learning by engaging and inspiring students.

Quality teachers continuously evaluate student learning and reflect upon and refine their practice to meet the needs of all students.

Quality teachers support learning beyond the classroom by engaging and collaborating with families and communities in the education of their children.

Quality teachers enhance the profession of teaching through continuous professional growth, and maintain a high standard of professional ethics.

*Teacher Quality Working Group
03/12/2010*

Agenda
Thursday, November 3

- | | |
|-------|--|
| 8:30 | Welcome
Setting the Purpose
Review Purpose of Evaluation in Regulation |
| 9:00 | PIP Overview |
| 9:45 | Break |
| 10:00 | Dr. Marzano's Causal Teacher Evaluation Model Presentation |
| 11:15 | Bering Strait SIG Information |
| 11:30 | Comparing Danielson Framework and Marzano Model |
| 12:15 | Lunch on your own |
| 1:30 | SIG Draft Teacher Evaluation Template |
| 4:30 | Homework
Moodle Review
Adjourn |

Friday, November 4

- 8:30 Welcome Back; Review Take-aways from Charts
Matrix Sharing: Assessment Information
Homework Discussion
- Student Achievement and Its Use in Teacher Evaluation: Some Examples
- 10:00 Break
- 10:15 NCTQ State of the States
- 11:45 Lunch on your own
- 1:00 Discussion: Using student growth/achievement data in teacher
evaluations
- Review Evaluation Models from October
- 2:30 Break
- 2:45 Moving Forward
- 4:00 Closing Comments
Next meeting: December 1-2 in Anchorage at the Downtown Hilton Hotel

Teacher Quality Working Group
December 1-2, 2011

Alaska's Quality Teachers Definition

Quality teachers model a love of learning, respect students and peers, and recognize the value of students as partners in the learning process.

Quality teachers establish and facilitate a culture of learning by engaging and inspiring students.

Quality teachers continuously evaluate student learning and reflect upon and refine their practice to meet the needs of all students.

Quality teachers support learning beyond the classroom by engaging and collaborating with families and communities in the education of their children.

Quality teachers enhance the profession of teaching through continuous professional growth, and maintain a high standard of professional ethics.

*Teacher Quality Working Group
03/12/2010*

Agenda
Thursday, December 1

- 8:30 Welcome/Check in Circle
 Setting the Purpose
 Article Jigsaw
- Center for Educational Leadership Presentation
- Review Information for AK TIF Presentation
- 11:45 Lunch on your own
- 1:00 AK TIF: A Conversation with Bob Crumley, Superintendent,
 Chugach School District
- Break
- Student Learning and Evidence of Student Learning
 Assessment Matrix Results
- 4:30 Homework: Assigned Article
 Adjourn

Friday, December 2

- 8:30 Welcome Back
 Homework Discussion
- Updates from Group Members
 Updates on Teacher Evaluation at the Federal Level
- Student Learning and Evidence of Student Learning Continued
- Alaska Administrator Content and Performance Standards
- Principal Evaluation: The Purpose
- Examples of Principal Evaluations
- 11:45 Lunch on your own
- 1:00 Decision Points
- 4:00 Next meeting January 5-6, 2012 in Fairbanks
 Closing comments
 Adjourn

Teacher Quality Working Group
January 5-6, 2012

Alaska's Quality Teachers Definition

Quality teachers model a love of learning, respect students and peers, and recognize the value of students as partners in the learning process.

Quality teachers establish and facilitate a culture of learning by engaging and inspiring students.

Quality teachers continuously evaluate student learning and reflect upon and refine their practice to meet the needs of all students.

Quality teachers support learning beyond the classroom by engaging and collaborating with families and communities in the education of their children.

Quality teachers enhance the profession of teaching through continuous professional growth, and maintain a high standard of professional ethics.

*Teacher Quality Working Group
03/12/2010*

Agenda
Thursday, January 5

- 8:30 Welcome
 Setting the Purpose
 Updates from Group Members
 Updates and Waiver Information
- 9:30 Jigsaw: Models and Predictors of Teacher Effectiveness
- Alaska Assessment Picture [small groups]
- Which could be used for student growth
 - Which for student achievement
 - Which are not appropriate in this context
- Group sharing and whole group discussion
- Review Decision Points from last meeting
- 12:00 Lunch on your own
- 12:45 State Database of Teacher Evaluation Policies: Guided Exploration
- Small group work on database focus on use in AK

2:15 Break

2:30 Group sharing of database information

Break into small groups to work on selected decision points

4:30 Homework
Adjourn

Friday, January 6

8:30 Welcome Back
Homework aha's and discussion
Continue small group work on decision points

10:15 Share group's conclusions on a chart

10:30 Break

10:45 Carousel Group Decisions and Discussion

11:45 Lunch on your own

1:00

2:30 Break

2:45

3:45 Closing comments
Next meeting February 2-3 at UAS in Juneau

Teacher Quality Working Group
February 2-3, 2012

Alaska's Quality Teachers Definition

Quality teachers model a love of learning, respect students and peers, and recognize the value of students as partners in the learning process.

Quality teachers establish and facilitate a culture of learning by engaging and inspiring students.

Quality teachers continuously evaluate student learning and reflect upon and refine their practice to meet the needs of all students.

Quality teachers support learning beyond the classroom by engaging and collaborating with families and communities in the education of their children.

Quality teachers enhance the profession of teaching through continuous professional growth, and maintain a high standard of professional ethics.

*Teacher Quality Working Group
03/12/2010*

Agenda

Thursday, February 2

- 8:30 Welcome
 Setting the Purpose
 Updates from Group Members
 Updates and Waiver Information
- 9:30 Jigsaw: Models and Predictors of Teacher Effectiveness 45
- Alaska Assessment Picture [small groups] 30
- Which could be used for student growth
 - Which for student achievement
 - Which are not appropriate in this context
- Group sharing and whole group discussion 30
- The purpose of our evaluation system
- 12:00 Lunch on your own
- 12:45 Review Decision Points from last meeting 15
- State Database of Teacher Evaluation Policies: Guided Exploration 30

Small group work on database focus on use in AK 60

2:15 Break

2:30 Group sharing of database information 75

Break into small groups to work on selected decision points

4:30 Homework
Adjourn

Friday, February 3

8:30 Welcome Back
Homework aha's and discussion
Continue small group work on decision points

10:15 Share group's conclusions on a chart

10:30 Break

10:45 Carousel Group Decisions and Discussion

11:45 Lunch on your own

1:00

2:30 Break

2:45

3:45 Closing comments
Next meeting February 2-3 at UAS in Juneau

Teacher Quality Working Group
April 16-17, 2012

Alaska's Quality Teachers Definition

Quality teachers model a love of learning, respect students and peers, and recognize the value of students as partners in the learning process.

Quality teachers establish and facilitate a culture of learning by engaging and inspiring students.

Quality teachers continuously evaluate student learning and reflect upon and refine their practice to meet the needs of all students.

Quality teachers support learning beyond the classroom by engaging and collaborating with families and communities in the education of their children.

Quality teachers enhance the profession of teaching through continuous professional growth, and maintain a high standard of professional ethics.

*Teacher Quality Working Group
03/12/2010*

Agenda

Monday, April 16

- 8:30 Welcome and Introductions
Setting the Purpose
Review Information Given to Board
Review of State Board Actions and Recommendations
- 9:30 Performance Rating Matrix Teachers and Administrators
- 11:45 Lunch on your own
- 1:15 Swap and Share
- 2:15 Break
- 2:30 Using Student Learning Data
- What other states have done
 - Defining what we mean by student learning
 - Incorporating student learning data into evaluations
- 4:30 Adjourn

**To: Members of the State Board of
Education & Early Development**

March 8, 2012

From: Michael Hanley, Commissioner

Agenda Item: 7

◆ **ISSUE**

The Board will hear a report regarding the Teacher Quality Working Group.

◆ **BACKGROUND**

- The Board will be briefed on the work that has been done on teacher and administrator evaluation as well as the group's recommendations.

- Behind this cover memo are: 1) recommendations from the committee to the Board; and 2) a proposed timeline and benchmarks for implementing changes to the teacher evaluation system.

- Cynthia Curran, Director of Teaching & Learning Support, will be present to brief the Board.

◆ **OPTIONS**

This is an information item. No action is necessary.

Teacher Quality Working Group Recommendations to Alaska State Board of Education & Early Development

Background Information

In November 2009, the Teacher Quality Working Group (TQWG) brought together a variety of stakeholders from throughout the state who were interested in working on issues related to teacher quality. Since that time the group has addressed issues including teacher preparation, teacher certification requirements, Alaska studies and multicultural coursework, employment of teachers, and teacher and administrator evaluation, and has made recommendations to both the department and the State Board of Education & Early Development.

Based on recommendations from the TQWG, department staff has made changes to the Teacher Certification website. The district entrance to the Teacher Certification web site allows district personnel to see the previous work history in the state for up to four years. Department staff worked with the group and a contractor to create an e-learning module for districts to use in their required training on evaluation.

Actions the board has taken in the area of teacher certification based on recommendations from the TQWG include: revising the renewal requirements for certification and further defining the requirements for Type M certification in Career and Technical Education. With regard to teacher preparation, the board adopted by reference the standards described in the Guidelines for Preparing Culturally Responsive Teachers for Alaska's Schools. Actions the board has taken with regard to employment of professional personnel include requiring districts to include on their employment applications an inquiry into whether the teacher has held any previous teaching positions in Alaska. With regard to teacher evaluation, the board adopted regulations that require districts to make available to the public a copy of the form, template, or checklist that the district uses. This includes posting the form, template or checklist on a district website.

The Teacher Quality Working Group [TQWG] has described quality Alaska teachers:

Quality teachers model a love of learning, respect students and peers, and recognize the value of students as partners in the learning process.

Quality teachers establish and facilitate a culture of learning by engaging and inspiring students.

Quality teachers continuously evaluate student learning and reflect upon and refine their practice to meet the needs of all students.

Quality teachers support learning beyond the classroom by engaging and collaborating with families and communities in the education of their children.

Quality teachers enhance the profession of teaching through continuous professional growth, and maintain a high standard of professional ethics.

Following a request from the superintendent of a small, rural district and based on knowledge of the assurances the state had signed to obtain the State Fiscal Stabilization Funds that were pertinent to teacher and administrator evaluations, the TQWG focused their discussions and work from the 2010-2011 school year to the present on teacher and administrator evaluations. The group began by reviewing the statutes and regulations regarding teacher and administrator evaluations.

They also looked at information on district evaluations provided as the result of a survey that was conducted on behalf of the department by the Alaska Comprehensive Center. Of the 53 districts in Alaska, 44 responded to the survey. Items on the survey included the purpose of the district evaluation, the use of Alaska professional content and performance standards, evidence used in the evaluation of teachers and administrators, and the levels of proficiency used in the evaluation system.

A wide variety of resources were used throughout the TQWG meetings. Charlotte Danielson's Framework for Teaching was introduced by Tim Peterson, Kenai Peninsula Borough School District Assistant Superintendent. As the group continued to examine models, Mr. Peterson served as a resource to the group. Gerry Briscoe, from the Alaska Comprehensive Center introduced the group to the Marzano Causal Model for Teacher Evaluation being used in School Improvement Grant schools in Bering Strait School District. There was also a follow up presentation from Learning Sciences International on the model and the use of iObservation©. Ed Graff, Anchorage School District Assistant Superintendent, introduced the group to the Five Dimensions of Teaching and Learning from the Center for Education Improvement at the University of Washington and arranged for representatives from the University of Washington to speak with the group and answer questions. A complete list of the print and web resources used by the TQWG will be made available to the board at its June meeting.

4 AAC 19.010 Purpose of evaluations states: "Evaluation of the performance of professional employees of each school district shall be directed to improving the quality of instruction and facilitating the learning process in public schools. Additionally, formal evaluations shall serve as a method for gathering data relevant to subsequent employment status decisions pertaining to the person evaluated."

The Teacher Quality Working Group believes that teacher and administrator evaluations should also be directed toward the professional growth and development of teachers and administrators. The ultimate goal of a revised evaluation system is increased student learning.

To that end the TQWG makes the following recommendations regarding the evaluation for Alaska's teacher and administrators:

1. Allow districts to either choose to revise their current teacher and administrator evaluation framework, system or model to incorporate the criteria below or use a research-based model, i.e. Charlotte Danielson Framework for Teaching, Marzano Causal Model for Teacher Evaluation, Five Dimensions of Teaching and Learning from the Center for Education Improvement at the University of Washington and meet the following criteria:
 - a. Research-based, the district will use data from the evaluation system and student learning to determine the system's effectiveness.
 - b. Aligned to the Professional Content and Performance standards.
 - c. Includes the use of student learning data as a criterion in the teacher/administrator evaluation.
 - d. Addresses the Cultural Standards for Educators.
 - e. Ties to the professional growth and development of the teacher/administrator.
 - f. Includes input from students and parents.
 - g. Includes a teacher observation component.
 - h. Provides training for principals and others involved with the evaluation of teachers/administrators.
 - i. Develops inter-rater reliability between evaluators within a district.
2. Recognizing the critical importance of communicating with the individuals who will be impacted by changes to teacher and administrator evaluation, the TQWG recommends the department work with stakeholders to create a communication plan.
3. The TQWG feels strongly that Alaska should use the term "student learning" instead of the term "student achievement." Examples of student learning data that could be used to inform teacher and administrator evaluation include but are not limited to the following: pre/post tests; end of course tests; student work samples; performance (music, drama, speech).

The TQWG understands that at some point in the future student achievement will be a significant criterion in a teacher's or administrator's evaluation. Student achievement measures look at a student at one point in time. Student learning occurs over time and

there are multiple ways to measure what a student has learned that would provide a more focused picture of what influence the teacher or administrator has had.

The TQWG has read research, looked at what other states are currently doing in this regard, and held numerous discussions on the percentage of student learning data that would be recommended. The group will be meeting in April to finalize its determination, with the recommendation being presented to the board in June.

4. The TQWG recommends that rather than referring to specific names of assessments, e.g. Terra Nova, WorkKeys, that the types of assessments to be used to measure student learning be named by type, e.g. norm-referenced, standards-based assessments.
5. With regard to 4 AAC 19.030 (c) “The evaluation may include information other than specific observation of the evaluator,” the TQWG recommends the type of information be broadened to include teacher work samples. Teacher work sample is documentation of the teacher’s context and classroom climate as well as work with students, including documenting the learning gains of a class, groups and individuals.
6. Recommends that the department, working with a group of stakeholders, develop and provide guidance for districts that would include:
 - a. Checklist of essential questions to develop evaluation framed around the following headings:
 - b. Appropriate use of assessment data
 - c. Suggested domains for evaluation models and research-based models
 - d. Model of support for smaller districts to work together to develop evaluations
 - e. Resource manual
 - f. Direction to districts on how to calculate overall rating
 - g. Clearinghouse of what is being done with links to sample rubrics
 - h. Timelines
 - i. How to account for student growth
 - j. Model rubrics for exemplary, proficient, basic unsatisfactory
 - k. How districts will report overall ranking of teachers
 - l. A toolkit that small districts can use to create their evaluation systems
 - m. Rubric for cultural standards as well as training to provide awareness of rubric
 - n. Comprehensive glossary of evaluation terms
 - o. Examples of assessment data to be used
 - p. Data bank of assessments
 - q. Information on inter-rater reliability and training on how to evaluate
 - r. Links to research-based assessments
 - s. Examples of teacher work products

- t. Options for formative assessments
 - u. How to align professional growth with teacher evaluation
 - v. Definitions of terms used in evaluation
7. The TQWG recommends the department create consortia of support for districts.
 8. The TQWG recommends there be an evaluation of the efforts made by districts to improve teacher and administrator evaluations and in particular whether the goal of increasing student learning has been met.
 9. Revise current regulations to reflect current knowledge of teacher and administrator evaluation. The following chart contains the current regulations as well as suggested revisions:

4 AAC 19 Evaluation of Professional Employees

Current Regulations	Suggestion Revision
<p><u>4 AAC 19.010. Purpose of evaluations</u> Evaluation of the performance of professional employees of each school district shall be directed toward improving the quality of instruction and facilitating the learning process in the public schools. Additionally, formal evaluations shall serve as a method for gathering data relevant to subsequent employment status decisions pertaining to the person evaluated.</p>	<p><u>4 AAC 19.010. Purpose of evaluations</u> Evaluation of the performance of professional employees of each school district shall be directed toward effectiveness of instruction and advancement of student learning. Additionally, formal evaluations shall serve as a method for gathering data relevant to subsequent employment status decisions pertaining to the person evaluated.</p>
<p><u>4 AAC 19.015. Evaluation form to be available</u> A district shall make a copy of a form, template, or checklist that the district uses in the evaluation of certificated employees available to the public, including posting the form, template, or checklist on the district's website. The posting shall make clear how the district has considered information from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators in the design of the district's certificated employee evaluation system, as required under <u>AS 14.20.149</u> .</p>	No Change

<p><u>4 AAC 19.020. Scope of evaluation</u></p> <p>The evaluation should emphasize such factors as teaching or administrative skills, processes and techniques and interpersonal relationships with students, parents, peers and supervisors, as well as those additional factors which the school district considers relevant to the effective performance of its professional employees. The standards for performance must be measurable and relevant.</p>	<p><u>4 AAC 19.020. Scope of evaluation</u></p> <p>The evaluation process shall be based on the Standards for Alaska's Teachers, the Standards for Alaska's Administrators; Cultural Standard for Educators; and measures of student learning. The evaluation process shall address continued professional growth. The school district may consider other relevant factors to the effective performance of its professional educators. The standards for performance must be measurable and relevant to the educator's position.</p>
<p><u>4 AAC 19.030. Method for evaluating professional employees</u></p> <p>(a) Formal written evaluation of professional employees of each school district must be made at least once per contract year for each certificated staff member, without regard to tenured or nontenured status, including teacher evaluation of principals and other administrators.</p> <p>(b) An acknowledgment of content signed by both the evaluator and the person evaluated must appear on all formal evaluations. The person evaluated must be informed that he has the right to review each written evaluation prior to its final submission and comment in writing on any matter contained in it and that he may, at his request, retain the evaluation for a reasonable amount of time, but not less than 24 hours, for the purpose of reviewing and commenting upon it. The fact that a person evaluated exercises his right to comment on his evaluation in the manner described may not be used against him. Failure to submit written comments by a person evaluated prior to his acknowledgment of the evaluation constitutes a waiver of this right.</p> <p>(c) The evaluation may include information other than specific observations of the evaluator. Districts may adopt procedures whereby input such as students "evaluation of</p>	<p><u>4 AAC 19.030. Method for evaluating professional employees</u></p> <p>(a) Formal written evaluation of professional employees of each school district must be made at least once per contract year for each certificated staff member, without regard to tenured or nontenured status.</p> <p>(b) The evaluation shall include specific observations of the evaluator and measures of student learning.</p> <p>(c) Districts may adopt procedures whereby input from students, parents, community members, peer and self-evaluation are utilized. District may also include work samples as evidence. The evaluation must clearly indicate that this kind of information has been used and clearly identify the source of the information.</p> <p>(d) An acknowledgment of content signed by both the evaluator and the person evaluated must appear on all formal evaluations. The person evaluated must be informed that he has the right to review each written evaluation prior to its final submission and comment in writing on any matter contained in it and that he may, at his request, retain the evaluation for a reasonable amount of time, but not less than 24 hours nor more than ten calendar days, for</p>

<p>teachers, principals" evaluation of administrators, peer and self-evaluation are utilized. The evaluation must clearly indicate that this kind of information has been used and clearly identify the source of the information.</p> <p>(d) The evaluation must be approved by a person who possesses an administrative certificate issued under 4 AAC <u>12.345</u>.</p>	<p>the purpose of reviewing and commenting upon it. The fact that a person evaluated exercises his right to comment on his evaluation in the manner described may not be used against him. Failure to submit written comments by a person evaluated prior to his acknowledgment of the evaluation constitutes a waiver of this right.</p> <p>(e) The evaluation must be approved by a person who possesses an administrative certificate issued under 4 AAC <u>12.345</u>.</p>
<p><u>4 AAC 19.040. Use of the evaluation</u></p> <p>(a) Neither the formal evaluation document, nor any notes, comments, or other information used in its preparation is a matter of public record.</p> <p>(b) The evaluation may be reviewed upon demand at reasonable times by the person evaluated or some other person designated in writing by the person evaluated.</p> <p>(c) Each school district shall establish procedures as to which supervisory personnel may have access to the evaluation documents.</p> <p>(d) Unless mutually agreed otherwise by both the person evaluated and the school board (or its designee), no portion of an evaluation may be made public, except as evidence in a proceeding relative to an evaluated person's certification or employment, or as otherwise allowed or required by a court of law.</p>	<p><u>4 AAC 19.040. Use of the evaluation</u></p> <p>(a) Neither the formal evaluation document, nor any notes, comments, or other information used in its preparation is a matter of public record.</p> <p>(b) The evaluation may be reviewed upon demand at reasonable times by the person evaluated or some other person designated in writing by the person evaluated.</p> <p>(c) Each school district shall establish procedures as to which supervisory personnel may have access to the evaluation documents.</p> <p>(d) Unless mutually agreed otherwise by both the person evaluated and the school board (or its designee), no portion of an evaluation may be made public, except as evidence in a proceeding relative to an evaluated person's certification or employment, or as otherwise allowed or required by a court of law.</p>
<p><u>4 AAC 19.050. Development of local evaluation procedures</u></p> <p>(a) Responsibility for evaluation of the performance of professional employees rests with the individual school district. To this end, each school board shall develop and adopt procedures for evaluation of its professional employees. These procedures must be consistent with the standards and guidelines set out in this chapter, as well as other relevant provisions of federal or state law and regulations.</p> <p>(b) Prior to final adoption, the local procedures must be submitted to the department for</p>	<p><u>4 AAC 19.050. Development of local evaluation procedures</u></p> <p>(a) Responsibility for evaluation of the performance of professional employees rests with the individual school district. Each school board shall develop and adopt procedures for evaluation of its professional employees by 2015-16 school year. These procedures must be consistent with the standards and guidelines set out in this chapter, as well as other relevant provisions of federal or state law and regulations.</p> <p>(b) Each school district shall review their</p>

<p>review.</p> <p>(c) Each school district in the state, whether or not it has previously adopted evaluation procedures, shall submit current procedures to the department for review no later than July 1, 1976.</p> <p>(d) Each school district is encouraged to invite, obtain, and consider community input, including that of students, parents, teachers, and administrators, in the design of the procedure and content for evaluation.</p>	<p>teacher and administrator evaluation system at least every six years to examine the effectiveness of the procedure and content of the evaluation process, as well as, compliance with statutes and regulations.</p> <p>(c) Each district shall submit to the department a copy of the district's evaluation procedures, and of any amendments adopted to the procedures.</p> <p>(d) Each school district is encouraged to invite, obtain, and consider community input, including that of students, parents, teachers, and administrators, in the design of the procedure and content for evaluation.</p>
<p><u>4 AAC 19.060. Evaluation training</u> Each school district shall provide in-service training in evaluative techniques for all certificated staff.</p>	<p><u>4 AAC 19.060. Evaluation training</u> Each school district shall provide annual training in evaluation purpose, process, content and evaluation techniques for all certificated staff.</p>
	<p><u>4 AAC 19.070. Overall Performance Rating</u> Using the following four performance levels -- exemplary, proficient, basic, and unsatisfactory -- a district will determine an overall performance rating for each educator. The district must report to the department the aggregate number and percentage of educators rated at each performance level on June 1 of each year beginning in 2016.</p>

The TQWG has also drafted the following statements to describe teachers at four performance levels. These descriptors will be further refined during the meetings in April and May and presented in final form to the board at its June meeting:

Exemplary

Exemplary teachers articulate their philosophy of education and understanding of human development and provide positive examples to others. Within their classrooms, they hold high expectations for all students and systematically find ways to scaffold instruction so that all students learn well in organized, yet invigorating classroom environments.

Ongoing assessment and feedback guide successful student learning. Exemplary teachers

are creative, and know their content thoroughly, instilling students with the tools for inquiry and learning. Supporters of all students, they demonstrate conviction that a teacher's impact extends beyond their classroom walls by engaging with and learning from parents and community. These teachers understand that diversity is strength and eagerly embrace the cultures and ways of life that surround a school. Further, they energize their professional learning communities. Lifelong learners themselves, exemplary teachers are leaders of learning among their peers. Their inquiry stance and reflective practice promotes ongoing professional learning within the school. Other educators want to be the colleagues of exemplary teachers; they want to learn from and with them to improve learning for all.

Proficient

Teacher practice is clearly guided and informed by the Alaska Teacher, Cultural, and Student Standards. They thoroughly know their content, their students, their curriculum and have a repertoire of strategies and activities to use with students. Proficient teachers demonstrate an understanding of classroom dynamics, routines and procedures, and are alert to events that don't conform to the expected patterns. These teachers take responsibility for student learning. Teachers performing at the proficient level have mastered the work of teaching while working to improve their practice. They can also serve as resources to one another as they practice in a professional community. The proficient level describes solid, expected professional performance.

Basic

Basic teachers are inconsistent. They may be able to articulate their philosophy, but seldom align it with best practice or demonstrate evidence in their daily work. Though they have some recognizable skills, they have not been able to create coherent instruction, and student learning is not evident. Basic teachers have a small repertoire of teaching strategies and are often unable to adjust to the various needs of students. Assessment may be disconnected from learning outcomes. They have not established effective and consistent communication strategies with parents, students, colleagues, or supervisors and may avoid doing so. Basic teachers do not consistently create positive learning environments for all students. Though they make attempts at engaging students, they may be unaware of student needs and fail to appropriately scaffold instruction. Basic teachers may be unaware of their need for development and may not access support. Though basic teachers may be aware of the cultures of students and the surrounding community, they may not integrate culture into classroom practice. They may not contribute to the school's professional community, but may confine their interest to their

own classrooms. However, basic teachers have potential for success with professional support and personal effort.

Unsatisfactory

Teacher practice is not guided or informed by Alaska Teacher and Student Standards. The teacher demonstrates little or no awareness or evidence of meeting students' academic needs and learning styles, interests, cultural heritage and community backgrounds. The teacher takes little or no responsibility for student learning. Performance at the unsatisfactory level represents teaching that is below the expectation of "do no harm," is clearly unacceptable, and needs to be improved immediately.

Teacher Quality Working Group Member List

The following individuals have participated in the Teacher Quality Working Group discussions concerning teacher quality and teacher and administrator evaluation:

John Lamont	Lower Yukon School District
Tim Peterson	Kenai Peninsula Borough School District
Mark Jones	NEA Alaska
Chris Meier	Cook Inlet
Bunny Schaeffer	Northwest Arctic Borough School District
Esther Cox	State Board of Education & Early Development
Peggy Carlson	Fairbanks North Star Borough School District
Anne Marie O'Brien	Northwest Arctic Borough School District
Carol Comeau	Anchorage School District
Ed Graff	Anchorage School District
Ted VanBronkhorst	Bering Strait School District
Jackie Johnson	Matanuska-Susitna Borough School District
Fred Villa	University Alaska Statewide
Marc Robinson	Alaska Statewide Mentor Project
Betty Walters	Alaska Statewide Mentor Project

Dr. Mary Snyder	University of Alaska Anchorage
Dr. Eric Madsen	University of Alaska Fairbanks
Claudette Engblom-Bradley	Alaska Pacific University
Dr. Deborah Lo	University of Alaska Southeast
Abby Augustine	Lower Kuskokwim School District, Retired
Alex Russin	Lower Yukon School District
Alan Morotti	University of Alaska Fairbanks
Anne Armstrong	University of Alaska Fairbanks
Dr. Allan Gee	Kenai Peninsula Borough School District
Gerry Briscoe	Alaska Comprehensive Center/SERRC
Jackie Cochran	Matanuska-Susitna Borough School District
Josie Bourdon	Nome Public Schools
Patricia Chesbro	University of Alaska Anchorage
Dr. Thomas Duke	University of Alaska Southeast
Todd Hess	Anchorage School District
Mary Janis	Anchorage School District
Cindy Trawicki	Anchorage School District
Teri Schneider	Kodiak Island Borough School District
Dr. Linda Black	Alaska Pacific University
Nita Rearden	Lower Kuskokwim School District, Retired
Phyllis Carlson	Department of Education & Early Development
Patricia Truman	Department of Education & Early Development
Sondra Meredith	Department of Education & Early Development
Cyndy Curran	Department of Education & Early Development

Proposed Timeline and Benchmarks for Implementing Changes to Alaska’s Teacher Evaluation System

The revised teacher and administrator evaluation system is built with continuous improvement of the system in mind.

Recognizing that the districts in Alaska are in various places along a continuum of revising their teacher and administrator evaluation systems, The Teacher Quality Working Group proposes the following timelines and benchmarks for the implementation of a teacher and administrator evaluation system focused on improving student learning:

2011-2012 School Year

- **August 2011 –February 2012** Teacher Quality Working Group (TQWG) meets to work on recommendations regarding Alaska’s teacher and administrator evaluation systems. Members of TQWG report to their constituencies on what is being discussed.
- **March** Recommendations presented to State Board of Education & Early Development. State Board provides direction on moving forward as well as any regulatory changes that need to be made.
- **March-May** Department staff continues work and revise regulations based on board’s direction.
- **May** TQWG meets regarding the incorporation of student learning data in teacher and administrator evaluations.
- **June** Regulations on teacher and administrator evaluations presented to State Board. Board determines whether or not to place regulations out for extended public comment. Regulations will include the use of student learning data in teacher and administrator evaluations.
- **June-November 2012** Extended period of public comment
- **June-September 2012** Additional meetings of TQWG members to work on guidance for districts.
 - Department staff drafts regulations on the use of student learning data in teacher and administrator evaluations.
 - Pilot districts are identified. These districts are further along in the process of revising their evaluation systems. The districts will be invited to serve as models for districts that are ready to move forward and provide technical assistance for other districts.

2012-2013 School Year

Throughout the school year information on the changes being made to the teacher and administrator evaluation systems in districts will be disseminated in a variety of ways.

- **October 2012** Draft guidance available to districts for use and feedback. Guidance will continue to be available to districts in succeeding years. As feedback and new information become available, the guidance will be updated.
 - A voluntary peer review process in place for districts to request feedback on their evaluations.
- **December 2012** Adoption of all regulations regarding teacher and administrator evaluations with provision of an effective date.
- **January 2013-June 2013** Department works with districts on incorporating the use of student learning data into district evaluations. Department begins work with testing contractor to insure that new statewide assessment system can provide data that can be used in teacher and administrator evaluations. Assessment staff seeks input from TQWG members.

2013-2014 School Year

Throughout the school year pilot districts begin using available student learning data as a criterion in their teacher and administrator evaluations. Department continues work with testing contractor to insure that new statewide assessment system can provide data that can be used in teacher and administrator evaluations. Department provides technical assistance to districts as requested. Additionally, department staff will meet with districts to determine additional needs with regard to implementation.

- **August –December** Districts review and revise their evaluation systems to incorporate new requirements.
- **December 2013-January 2014** department collects and compiles feedback/data from districts on the evaluation processes being used.
- **March 2014** department reports to State Board on progress being made with district evaluations.

2014-2015 School Year

Throughout the school year pilot districts continue use of available student learning data as a criterion in their teacher and administrator evaluations. Department provides technical assistance to districts as requested. Additionally, department staff will meet with districts to determine additional needs with regard to implementation.

- **October 1, 2014** all districts will have adopted a teacher and administrator evaluation system that meets the requirements, including the use of student learning data set by the State Board.
- **November 2013-April 2014**
 - Pilot districts collect data on the use of student learning in their teacher and administrator evaluations.

- Department staff works with districts to interpret data and provide information to State Board.
- **June 2014** Department staff reports to State Board on teacher and administrator evaluations.

2015-2016 School Year

Department provides technical assistance to districts as requested. Additionally, department staff will meet with districts to determine additional needs with regard to implementation.

- New assessment system in place that can be used to provide information for teacher and administrator evaluations. New assessments given during testing windows.
- Districts use information from assessment system as well as other student learning data in their teacher and administrator evaluations.
- **June 1, 2016** Districts begin reporting to the department and the public the number and percentage of teacher and administrators at each performance level. Reporting continues from this point forward.

2016-2018 School Years

Department provides technical assistance to districts as requested. Additionally, department staff will meet with districts to determine additional needs with regard to implementation.

- Districts will collect data on the use of student learning in teacher and administrator evaluations. Department staff will meet periodically with districts to determine the impact of using student learning data in teacher and administrator evaluations.
- Results will be reported to the State Board in September 2018.

Alaska State Board of Education & Early Development
 March 8 & 9, 2012
 Department of Education & Early Development
 801 West 10th Street
 Juneau, AK
Unapproved Agenda

***Mission Statement:** To ensure quality standards-based instruction to improve academic achievement for all students.*

Thursday, March 8, 2012

8:00 AM Call to Order.....Esther Cox, Chair
 Roll Call.....Esther Cox, Chair
 Pledge of AllegianceEsther Cox, Chair
 Disclosures of potential conflicts of interestEsther Cox, Chair
 Approval of Agenda for March 8, 2012Esther Cox, Chair

8:10 AM Public CommentEsther Cox, Chair
 The board invites public comment at this time on agenda and non-agenda items. Comment at this oral hearing is limited to three minutes per person and five minutes per group. **The public comment period is an opportunity for the board to hear the public’s concerns. The board will not engage in discussions with members of the public during the comment period.**

The following Legislative Information Offices (LIO’s) will participate:
 Anchorage, 716 W 4th Ave., Ste. 200; Barrow, 119 Bank Bldg.; Bethel, 301 Willow St.; Cordova, 705 2nd St.; Delta Junction, Jarvis Office Center, Rm. 218; Dillingham, Kangiiqutaq Bldg.; Fairbanks, 1292 Sadler Way, Suite 308; Glennallen, 186 Glenn Hwy.; Homer, 345 W Sterling Hwy, Ste. 102A; Juneau, Rm. 111 Terry Miller Bldg.; Kenai, 145 Main St. Loop, Ste. 217; Ketchikan, 50 Front St., Ste. 203; Kodiak, 112 Mill Bay Rd.; Kotzebue, 373 2nd St., Pillautuq Centre; Mat-Su, 600 E Railroad Ave.; Nome 103 Front St.; Petersburg, 11B Gjoa St.; Seward, 2001 Seward Hwy.; Sitka, 201 Katlian St., Ste. 200A; Tok, W 1st St., UAF-Tok Unit 1; Valdez, State Office Building, Rm. 13; Wrangell, 223 Front St.

For more information about LIO's, call 465-4648. In the event that there is more than three hours of public comment the board may move to amend the agenda to extend the oral hearing to accommodate those present before 7:55 a.m. who did not have an opportunity to comment. The board also reserves the right to adjourn at a later time.

WORK SESSION

- 9:00 AM 1. Alaska Performance Scholarship Overview.....Commissioner Hanley
.....Brian Rae, Alaska Commission on Postsecondary Education
- 9:45 AM Depart for Capitol (Board Members, Commissioner)
- 10:00 AM Meet with Governor
- 10:45 AM 2. Babies on Track.....Commissioner Hanley
.....Abbe Hensley, Executive Director, Best Beginnings
- 11:15 AM 3. Audited School District Budget Waiver Requests
.....Commissioner Hanley
.....Elizabeth Nudelman, Director
- 3A. Kashunamiut School District
3B. Lower Yukon School District
3C. Yupiit School District
- 11:30 AM 4. Capital Improvement (CIP) ListCommissioner Hanley
.....Elizabeth Nudelman, Director
- 12:00 LUNCH
- 12:45 PM 5. Charter School Renewals.....Commissioner Hanley
.....Cyndy Curran, Director
- 5A. Soldotna Montessori
5B. Fireweed Academy
5C. Aurora Borealis

- 1:30 PM 6. *Moore v. State* Overview.....Commissioner Hanley
.....Neil Slotnick, Assistant Attorney General
- 1:50 PM 7. Teacher Quality Working Group Report and Recommendations
.....Commissioner Hanley
.....Cyndy Curran, Director
- 2:15 PM 8. Career and Technical UpdateCommissioner Hanley
.....Cyndy Curran, Director
- 2:20 PM 9. Joint meeting with the Board of Regents.....Esther Cox, Chair
- 2:30 PM BREAK
- 2:50 PM 10. Regulations to Go Out for Public Comment

10A. Teacher Certification/Praxis II
10B. Special Education
10C. Alaska Performance Scholarship WorkKeys scores
10D. District Improvement Plan
- 3:20 PM 11. Regulations to Adopt

11A. Certification of Professional Teachers
11B. Pupil Transportation
11C. Plan of Service for LEP
- 3:45 PM Recess
- 3:50 PM Public School Trust Fund Advisory Board
Board members: Keplinger, Schneider, Shier, Sullivan
EED Staff: Commissioner, Deputy, Elizabeth Nudelman, Mark Lewis,
Dottie Knuth

Alaska State Board of Education & Early Development
Unapproved Minutes
Juneau, AK
March 8 & 9, 2012

Thursday, March 8, 2012

The meeting was called to order by Chair Cox at 8:00 a.m. in the board meeting room at the Department of Education & Early Development in Juneau. A quorum was present. Janel Keplinger and Tiarna Fischler were on video conference. Col Sullivan was excused. The Pledge of Allegiance was recited. The Chair asked if anyone had any disclosures. There were none. The Chair asked if there were any changes to the agenda. Because the board had met with the Governor the day before, a photo session for the reading posters was inserted in its place. The amended agenda was moved by Jim Merriner, seconded by Pat Shier, and approved by unanimous roll call vote.

Ms. Cox indicated that the board had a great tour of the Alaska State Museum the day before and commended the museum staff on their fine work. It was noted that those board members who missed the tour could take it on Friday, after the meeting is adjourned.

Public Comments

Andi Story, vice-president of the Juneau School Board, welcomed the board to Juneau. She said she was thrilled that the board would be entertained by the Tlingit Culture Class the following day. She thanked the board for its leadership on the standards, and said it was important for everyone to work together. She advocated for more funding for the district.

Laury Scandling, Juneau School District (JSD), felt the new standards were putting education ahead; she said that JSD had an increasing graduation rate and a decreasing dropout rate. She advocated using research to drive data. She was pleased to see Alaska's Learning Network come to fruition, which reaches outside of the classroom and brings students into the larger world. She said the trend was now.

Bruce Johnson, Executive Director of the Alaska Council of School Administrators, thanked the Governor for his wisdom in putting money in the budget for pupil transportation and energy; however, he indicated that more was needed and there was more than a one-time need. He advocated for more funding all around.

Pat Race and Aaron Suring were present on behalf of the Alaska Humanities Forum for History and Cultural Studies, and spoke about their new web site and encouraged feedback. Forum

member Larry Campbell in the Anchorage LIO office said the forum was looking for a new CEO with the departure of Dr. Greg Kimura.

Work Session

Alaska Performance Scholarship. Brian Rae, Assistant Director of Research & Analysis for the Alaska Commission on Postsecondary Education, was present to review the Outcomes Report. The APS legislation requires an annual report to the Governor, the legislature and the public no later than 10 days after the start of each legislative session.

The report is based, to a large degree, on the work of representatives from Department of Labor and Workforce Development (DOLWD), Education & Early Development (EED), the Governor's Office of Management & Budget, University of Alaska (UA) and the Anchorage School District (ASD), who met during fall 2010 and identified seven higher-level questions to answer in the inaugural APS Outcomes Report.

EED and the Alaska Commission on Postsecondary Education (ACPE) worked closely during summer 2011 to share the information required to administer the scholarships, and this information also provided student information included in the APS Outcomes Report.

At the same time, staff in the research shops of the four lead agencies (EED, UA, DOLWD, and ACPE) met to determine what information was available during this first year of the scholarship, and how it could be used to measure the scholarship's effects on students. The result of these discussions was a set of specific questions that were adopted as the framework for the Outcomes Report, and that determined what types of information needed to be shared among the lead agencies to answer them.

In mid-November, the agencies began the data-sharing process, linking records across their own databases, compiling and analyzing them in order to answer the previously agreed upon questions. This included incorporating data from the Permanent Fund Dividend files to more accurately link students' records across the systems, and from the National Student Clearinghouse to identify students attending postsecondary institutions outside of Alaska.

Mr. Schneider remarked that the report was very comprehensive. He asked if there was enough being done to let students know they can use this money for certificated programs. Mr. Rae agreed that there needed to be more marketing of the program. The commissioner noted that SAT/ACS scores prevent some students from applying.

Capital Improvement List (CIP). Elizabeth Nudelman, Director of School Finance & Facilities, was present to brief the board. She said that the CIP list was created annually from information submitted by the school districts.

Mr. Shier inquired about the timeline of creating the list. Mr. Morse said in part, EED looks at the amount of money that can be spent and makes sure that EED has followed the statutes and regulations in preparing the lists. Districts also have the opportunity to protest and get reconsideration. Mr. Shier asked if the amount of money spent in rural Alaska was difficult to support. He said he'd like to encourage design to examine alternative co-locations, like the post office or the washeteria. Mr. Schneider asked if there were more projects for efficiencies and asked if the department encourages that concept and wanted to know how student health, safety, and education outcomes fit into the prioritization. Sam Kito, school architect, explained that there is a category of points in scoring for all projects that covers all three of those concerns, and energy conservation is encouraged. Once the list is approved it turns into a multi-year process, and is usually in the design process by the time the project gets to the top of the list. After the cut-off, the next project does not automatically move up to the top; there are a lot of variables to consider, such as urgency and safety. All state projects have to go to the lowest bidder, being advertised and awarded on a competitive basis. Alternative procurement methods control the quality of the product. Cost is still a factor, but we can use 40%-50% for alternative bids for better quality. Mr. Kito said all statutes and regulations are followed, and there are questions about past claims and excessive over-runs for each bidder, and of course, reference calls – all considered before a bid is awarded.

Babies on Track. Abbe Hensley, Executive Director of Best Beginnings, was present to brief the board. She showed a 14-minute video called *Babies on Track*. It showed how wordless books can be used to more effectively interact with the youngest of children. Many different languages can be used and the reader can develop his/her own descriptions. She said she was appreciative of the help she has gotten from EED. She noted that nearly 17,000 children are receiving books from the Imagination Library.

Audited School District Budget Waivers. Elizabeth Nudelman, Director of School Finance & Facilities, was present to brief the board. John Sanbei, from Core Inc., was present for Kashunamiut School District, and Howard Diamond, Superintendent for Yupiit, was online. No one was present from Lower Yukon. Ms. Nudelman said the reason for Kashunamiut's waiver request and not making the 70% for instruction was teacher retention and professional services. The reason Lower Yukon did not make the 70% was the need for capital expenditures, maintenance on facilities and not using grant funds effectively. The reason Yupiit did not meet the 70% was travel expenses and energy costs. Mr. Shier said he was very curious about what caused Yupiit to have a \$1.4M deficit. Mr. Diamond said when grants increase it doesn't become part of the 70/30 split. He said the School Improvement Grant (SIG) wasn't included. He said the district had very high energy costs and some high legal fees. Mr. Shier said SIG grants were to be used for instruction to supplement, not to supplant. Several concerns were expressed regarding the decreases of dollars spent on instruction. Questions were asked regarding high administration costs and the operations and maintenance costs. Mr. Diamond said they have 450 students in three schools off the road system. They have two assistant

superintendents, one handling the SIG grant and one who handles migrant education, Title I, Special Education and federal programs. They also have a curriculum director. Ms. Cox asked why the school board expense wasn't its own line in the budget. Ms. Schaeffer asked if the school board received a stipend. Mr. Diamond said, yes, \$500 a meeting and \$200 a day if they travel to an AASB meeting. He said they meet once a month for a full day and there was a high cost for air travel for charter aircraft. Mr. Diamond spoke about teacher retention, saying there was a high turnover in FY10 of 42%, but FY 11 was lower. Ms. Nudelman explained that waivers are budgets vs. accomplishment for one fiscal year, and looking at what happened to change things is a way to understand. Ms. Cox asked what happened to cause the district from having a 71% for instruction three years ago to today's 63%. Mr. Diamond said the E-rate got funded but was not approved, which was \$682,000 and wasn't spent, there was an increase in district administration, energy expenses were very high, and legal issues have plagued the district concerning the Tuluksak gym floor.

Regarding the Kashunamiut School District waiver request, Mr. Sanbei said reasons for the district not making the 70% requirement for instructions were: the vacuum sewer system froze and some teachers left the district because they couldn't deal with honey buckets, the finance server needed repair, and the cost of air freight and audit costs. Mr. Schneider asked Mr. Sanbei what was the biggest challenge in meeting the 70% requirement. Mr. Sanbei said he works from Southeast to Barrow and he sees all different reasons such as freight, staffing, weather, and rural life challenges. He said the 70/30 requirement is flawed because districts have different challenges, the timeline is long and circumstances change, and he feels once a facility is built, there is no money allocated for maintenance. Mr. Shier said he'd like to have a larger discussion on how grants affect line items (chart of accounts) and to be able to brainstorm solutions and come up with alternatives. He said he'd like a better understanding of this whole process.

Regarding Lower Yukon School District waiver request, Ms. Schaeffer inquired what the extra 1% for student activities was, why it went up and what was it spent on. Ms. Nudelman said she didn't know but would find out.

Charter School Renewals. Cyndy Curran, Director of Teaching & Learning Support, said there were three charter schools requesting renewals on the board's agenda: Soldotna Montessori, Fireweed Academy, and Aurora Borealis.

Regarding Soldotna Montessori, Mo Sanders was present to brief the board. She said they operate like any good school, recognizing self-learners, doing lots of hands-on, lots of technology and using little seat time. She indicated that 163 students was its maximum enrollment, and there was very little turnover in students or teachers. They have a lottery and a waitlist for spaces that open up. Ms. Benshoof asked what sort of community service they did. Ms. Sanders said they clean city parks in the fall, they work with the food bank, and they have a

hunger banquet and raise money to attend the annual Montessori conference each year. They have a music teacher and a PE (movement) teacher and share busing with the school district.

Regarding Fireweed Academy, Ki Ki Abrahamson was present to brief the board. She said to be fiscally solvent their goal was to get to 150 students but they were struggling with facilities and drawing from smaller populations. She said arts and music are integrated into the curriculum and they use Artists in the Schools program. Transportation is currently provided by the district when space is available. She said they have the second-highest level of poverty in the district so they struggle with providing families with food, after school activities and special needs.

Regarding Aurora Borealis, Scott Koffman and Larry Nauta were present to brief the board. Mr. Merriner asked if the school had uniforms. Mr. Nauta said they have a dress code, not uniforms. Mr. Koffman said the dress code for boys consisted of khakis and polo shirts (with collars), shades of blue or red. Girls could wear skorts, khakis, but no dyed hair or open-toed or open-heeled shoes, and shoes could only have a one-inch lift. They are housed in a building with the Kenai Alternative Boys & Girls Club. Mr. Nauta described the school academics as high-quality, they have high standardized test scores, and over the summer staff meets with the lowest-performing students for tutoring once a week. There are 194 students enrolled with an extensive wait list.

Moore v. State Settlement. Assistant Attorney General Neil Slotnick was present to brief the board. He generally reviewed the Settlement Agreement for the case. He said there are accountability measures on both sides. There will be a seven-member collaboration committee formed, consisting of three members from EED, three members from SEAAC, and one more as agreed upon. Their task will be to rank and award the \$18M called for in the settlement. First the legislature has to appropriate the money. Mr. Schneider thanked the commissioner for his work in arriving at the settlement. Mr. Slotnick noted that it was March 2004 when the papers were first served upon the state.

Teacher Quality Working Group. Cyndy Curran, Director of Teaching & Learning Support, was present to brief the board. She said the group was formed as a result of the November 2009 Statewide Education Summit. Their major focus currently has been how the new teacher evaluation will look. The board can expect regulations in June regarding teacher evaluation, and the department will be asking for an extended period of public comment. Ms. Curran reviewed the committee recommendations, how the suggested regulation might look, and the timeline for the work to proceed. There was an extensive list of all the committee members in the packet also. Ms. Benshoof thanked Ms. Curran for her work with this committee and asked her to extend that thank you to the whole committee.

Career & Technical Education (CTE). Cyndy Curran, Director of Teaching & Learning Support, was present to brief the board. Ms. Curran introduced Phil Loseby from the Juneau School District; Dr. Deanna Schultz from UA was online; and Helen Mehrkens, CTE Administrator for EED, was present. Together, they briefed the board on the Department of Labor and Workforce Development, UA and EED partnership. They reviewed the CTE Education Plan, reviewed the goals and the six strategies, and discussed how data was collected. They also gave an overview of the CTE FY12 Implementation Grant Report. There were 15 school districts that had received grants from the \$625,000 appropriated by the legislature, and were using them for various CTE projects. Deanna Schultz from UAA spoke about her dissertation regarding student participation in WorkKeys. She did her study at Bartlett High School, where 364 students took the test and 178 responded to her survey.

The meeting was recessed until the next day.

Friday, March 9, 2012

Chair Cox called the meeting back to order; all members were present except Col. Sullivan. The Chair asked if there were any disclosures. Carol Schaeffer said that she worked for the Northwest Arctic Borough School District and the district was mentioned in the Attorney General's Report. The Chair ruled she could participate. The agenda was amended to add a discussion about the Commissioner's evaluation. The amended agenda was moved by Pat Shier, seconded by Jim Merriner, and accepted by unanimous roll call vote.

Joint Board of Regents meeting. The board has asked to have a joint meeting with the University of Alaska Board of Regents in June. The following topics were suggested as agenda items:

ACPE Presentation

Teacher Quality, National Review Report

Teacher Preparation

Unprepared students who enter the university

Real issues, how they are transmitted

How students are doing with the new standards, how the Regents feel about the new standards

College of Rural Education, outreach to high schools, status

Special skills being taught, like technology in teacher preparation

Guidance programs, related to HB104

Six-year university completion vs. four-year

Student mentor program for new students

A way to mesh testing

Dual credit, how receptive, how are they getting the information out

Transferring credits between campuses

UA hockey team
Praxis cut scores

The board secretary will work with the Board of Regents' secretary to develop a final agenda for the June joint meeting.

It was determined that Jenny Martens, business manager from Lower Yukon, was available on the phone to discuss the Lower Yukon audited budget waiver request. Ms. Schaeffer asked why there was an increase in the student activities. Ms. Martens said it was due to \$68,000 being coded as supplies and materials, and then \$154,000 in travel for a retreat, Juneau career connections, and charter air service. Mr. Shier asked why it was put into instructional. Ms. Martens said she was new to the district in FY11 and found stimulus money unspent. There was \$1.8 M health care cost and a 36% increase in fuel. They used grant funds to fund the health cost rather than rely on state funds. Mr. Shier said that concerned him very much. He said he notes that the reserves have grown and now they are asking for an additional \$744,487. There also had been \$1M designated for teacher upgrades that wasn't needed because the stimulus funded it. Mr. Shier asked if they had unencumbered reserve; Ms. Nudelman said she did not know but could provide that information later in the meeting.

Regulations to go out for public comment

Teacher Certification Praxis II. Cyndy Curran, Director of Teaching & Learning Support, was present to brief the board. She indicated that Educational Testing Services had notified states that names of tests and required scores had changed; therefore, the board was being asked to comply with new guidelines. Ms. Curran reviewed Praxis I as being a basic skills test and Praxis II as a content knowledge test, and reviewed Alaska scores in comparison to other states, saying that Alaska had not adjusted its scores for a while. Mr. Merriner said this information was very helpful. Ms. Benschopf asked if there was a practice test. Ms. Curran said it's on the web site at www.ets.org. Ms. Curran said the test was given during teacher preparation. NCATE requires teacher candidates to have content knowledge. Alaska does accept content tests from other states. Teachers from out-of-state without a content test can get an initial certification by taking the Praxis I, then they have up to three years to take the multi-cultural and other requirements and then take the Praxis II to move to professional certification. Ms. Keplinger said she was frustrated with the disparity between students who do well at the university and then can't pass the Praxis I exam. Mr. Shier said the assumption is if you pass the exam you are highly qualified. Does the relationship prove this, is there any research? Ms. Curran said she hadn't done that research and that it was a federal overlay; one test doesn't prove what you know.

Special Education. Cyndy Curran, Director of Teaching & Learning Support, was present to brief the board. She indicated that this regulation change was to combine the timeline for

completion of the eligibility evaluation with the timeline for the completion of the IEP. This would make 90 days for both, with the IEP completion still being 30 days by statute. Ms. Keplinger said she thought 90 days was too long and would make for a long time when student services were not provided.

WorkKeys/Alaska Performance Scholarship (APS) qualification scores. Cyndy Curran, Director of Teaching & Learning Support, was present to brief the board. She indicated that the proposal would alter the score a student must obtain on the WorkKeys exam in order to qualify for the APS using that option. There was a lot of discussion on how the scores would play out for the reading, applied math and locating information. The board originally set the scores at 5, 5, 5 each. The final numbers agreed upon were 5, 5, and 4.

District Improvement Plan. The commissioner said that this proposal would incorporate the Moore v. State Settlement. Mr. Slotnick said it was not unusual to put a settlement agreement into regulation since it was specific to 40 schools and four different districts. He noted that the old Noon case had pages and pages of regulations attached to it. He said all depended on appropriation from the legislature.

Regulations to adopt

Certification of Professional Teachers. Cyndy Curran, Director of Teaching & Learning Support, was present to brief the board. Ms. Curran said the proposed amendments repeal inconsistent and repetitious language, update the standards, and put the standards for preparation programs in one clear regulation. These amendments maintain all existing pathways, including alternative pathways, for acceptance of educator preparation programs. In addition, because some states do not always formally accept some preparation programs, these amendments would broaden when a program is considered accepted. Public comment was favorable.

Pupil Transportation. Elizabeth Nudelman, Director of School Finance & Facilities, was present to brief the board. She said this proposal adopts the most current national standards, and aligns state standards with federal standards, keeping school buses safe. She noted that school buses are required to meet the standard for the year they were built. Public comment was favorable.

Plan of Service for LEP students. Erik McCormick, Director of Assessment, Accountability & Information Management, was present to brief the board. He said all public comments have been positive. The proposal would establish scores for students with Limited English Proficiency to be eligible for services. The scores are aligned with the WIDA guidelines and were vetted through the English Language Learner Task Force.

Business Meeting

The following motion was made by Pat Shier and seconded by Carol Schaeffer: I move the State Board of Education & Early Development open a period of public comment on amendments to 4 AAC 04.210, highly qualified teachers. The motion was passed by unanimous roll call vote.

The following motion was made by Geri Benshoof and seconded by Pat Shier: I move the State Board of Education & Early Development open a period of public comment on 4 AAC 52.115-Timelines, and 4 AAC 52.180(a)-Reevaluation. The motion was passed by unanimous roll call vote.

Concerning the WorkKeys/APS scores, there was additional discussion regarding the individual scores. Jim Merriner suggested an overall score of 14 (5, 5, 4) and made a motion to that effect. The motion was seconded by Ms. Keplinger. Mr. Shier said he was not comfortable raising the scores suggested by the department. Ms. Benshoof said she wanted to leave it at 13. Ms. Cox reminded everyone that this was a scholarship and rigor was wanted. Mr. Shier said he was reluctant to depart from the O-net scores. Mr. Schneider noted that the proposal was going out for public comment and they would see what the public thought in June, when it came back for adoption. The motion failed 4-3.

The following motion was made by Pat Shier and seconded by Geri Benshoof: I move the State Board of Education & Early Development open a period of public comment on amendments to AAC 43.020, regarding the required score on the WorkKeys assessment for the Alaska Performance Scholarship. The motion was passed by unanimous roll call vote.

The following motion was made by Pat Shier and seconded by Jim Merriner: I move the State Board of Education & Early Development open a period of public comment on regulations regarding district improvement plan, 4 AAC 06.850. The motion passed by unanimous roll call vote.

The following motion was made by Carol Schaeffer and seconded by Pat Shier: I move the State Board of Education & Early Development adopt amendments to 4 AAC 12.305(b)(4) & 12.305(e) Teacher certificate (initial, professional, master);

4 AAC 12.307 Acceptance of educator preparation programs; 4 AAC 12.318 Approval of in-state educator preparation programs; 4 AAC 12.330(a) Endorsement requirements for teachers providing special education; 4 AAC 12.345(a)(2) Administrative certificate Type B; provisional certificate (provisional Type B); 4 AAC 12.347(a)(2) Special education administrator certificate (Type F); provisional certificate (provisional Type F). The motion passed by unanimous roll call vote.

Regarding the pupil transportation proposal, a question was asked about seat belts on school buses. Ms. Nudelman said the discussion continues statewide, and the present theory is the safety in the design of the seats is enough. The following motion was made by Pat Shier and seconded by Phil Schneider: I move the State Board of Education & Early Development adopt the proposed amendments to 4 AAC 27.110 regarding Pupil Transportation. The motion passed by unanimous roll call vote.

The following motion was made by Carol Schaeffer and seconded by Pat Shier: I move the State Board of Education & Early Development adopt the amendments to 4 AAC 34.055, Plan of Service. The motion passed by unanimous roll call vote.

The board broke for lunch and was entertained by the Juneau School District's Tlingit Culture Language and Literacy Classes, a program at Harborview Elementary School. The students were dressed in Native costumes and sang and danced and told stories in song and dance and Tlingit language.

Ms. Nudelman presented a statement of revenue for year-end 2011 for Lower Yukon School District as previously asked for by the board in the morning session. The information included the amount of unreserved fund balance broken out by general (\$19,286,458), capital projects (\$5,020,869), non-major governmental funds (\$1,434,643), and total governmental funds (\$25,741,970). Mr. Shier commented that it appeared that instruction took place using other funds and a \$19M reserve. He asked if the question was to send more money to its reserve fund.

Teaching & Learning Support Division Report. Cyndy Curran, Director of Teaching & Learning Support, was present to brief the board. She gave a comprehensive report on all sections within her division. She indicated that the department and ACPE were getting information out regarding the Alaska Performance Scholarship (APS). Madison Manning said she would see that APS information was distributed at the upcoming student government meeting. Ms. Cox said she had received no recent complaints about teacher certification. Roxy Mourant was present to discuss Alaska's Learning Network (AKLN). She said the purpose was to provide extended online learning to students who needed more course time, and they were working on a case-by-case basis. A clearing house was being built and the organizational structure/development was moving along. A lot depended on funding by the legislature.

Assessment, Accountability & Information Management Report. Erik McCormick, Director, was present to brief the board. He reviewed the upcoming test schedule for spring. He said there were no calendar conflicts that he knew of. He generally reviewed the roll out regarding the standards that were already out for public comment, a period that runs through mid-May. He noted that there had been 225 stakeholders in the drafting group. Mr. McCormick said the department was about to begin a series of business and industry public meetings to discuss the standards and get feedback. He said that Rhonda Gardner would be facilitating meetings, which would occur in Juneau, Anchorage, Mat-Su, Fairbanks, and Bethel. Mr. McCormick said the

SBAAs would be accessed through 2015 and that there was an active contract through that time. He indicated that the department would be helping districts align curriculum to the new standards. Ms. Keplinger said a very important piece is staff development for the new standards.

Rural Education Report. Phyllis Carlson, Director of Rural Education, was present to brief the board. Ms. Carlson said she thoroughly enjoyed the noontime entertainment by the Tlingit Culture class. She commented on the joy of the dance. Ms. Carlson reviewed her recent activities, including her work on the statewide suicide prevention council. She also spoke about her recent visit to the Yupiit School District and to Bethel. She noted that the district is offering advanced math and science so students can qualify for the ANSEP program at the university. She said there was a lot of APS awareness in the district, and they were doing a radio program about suicide prevention. Ms. Schaeffer asked if Bethel tried to get more Native teachers. Ms. Carlson said the old Exceed Program worked well in getting Native teachers from Southwest. Ms. Cox said the program was great.

Budget & Legislative Report. Mark Lewis, Acting Administrative Services Director, and Marcy Herman, Legislative Liaison, were present to brief the board on activities to date. They reported that House Finance Subcommittee had closed out and they were expecting the Senate Finance subcommittee to close out the following week. Mr. Lewis said there was a \$1M supplemental request for assessment contracts, and that the Governor had added \$30M for pupil transportation and energy costs. Mr. Shier asked if there was an underlying current regarding the mentor program that the legislature wasn't hearing. Mr. Lewis said he hears that the legislators feel the districts should be paying for the program. When asked how to report the efficiencies of the mentor program to the legislature, Mr. Lewis said he's tracking the teacher retention piece, which was a federal program that the state didn't pick up until it was a successful program. The commissioner said prior to the mentor program, retention rate was 60%; now it's 84%. Student learning has also risen. Several districts do their own version of the program, but it's not as intensive or deliberate as when there is a dedicated mentor. Ms. Cox asked if cutting mentors and the trustee didn't fly in the face of the Moore settlement. The commissioner said there was a lot of political friction around the trustee, but not so much with the coaches. Coaches are recognized as a good thing.

Ms. Herman reviewed the legislative bills pertinent to education that were moving as of this date.

Mt. Edgecumbe High School (MEHS) Report. Randy Hawk, Director of MEHS, was present to brief the board. Mr. Hawk said they brought in 15 new students after the Christmas break due to students not coming back, and have already lost two of those because of homesickness. Their new data system is up and there will be formal training. During Founder's Week, they will be celebrating multi-cultures. They will have speakers and performances each night. The staff will be attending the Response to Intervention (RTI) conference. Two students were worthy of mention. Teresa Baldwin was invited to attend the Governor's State of the State address to recognize her work with suicide prevention. Baxter Bond was invited to Washington, D.C., to

meet with President Obama (as one of 100) for his involvement with the UAF Summer Research Academy (science) program for the past four summers.

Mr. Merriner asked when the board was going to hear about the ad-hoc committee. Mr. Hawk said they still have a couple of meetings and the board would hear a report in June. Mr. Shier inquired as to when applications begin coming in, to which Mr. Hawk replied that they were posted on the web site in January and they already had about 100 for next year as of this date. He said current students roll over and do not have to reapply.

Assistant Attorney General Report. Neil Slotnick, Assistant Attorney General, was present to brief the board. He reviewed the current pending cases regarding the department. He noted that the moon rocks, in *Anderson v. State* had been found and were currently at NASA, and trial would begin in February 2013. He said that Northwest Arctic Borough School District had challenged the Impact Aid certification and disparity test.

Library, Archives & Museums (LAM) Report. Bob Banghart, the Acting Deputy Director and the Alaska State Museum Curator, was present to brief the board. He said they expected the final construction documents by mid-April, and by May the contracts would be signed. He said there was a new MOA for the removal of the existing building. Concerning the Raven Hat issue, the LAM will sign a new MOA with the original clan for joint ownership of the hat allowing the hat to be “signed out” and used for ceremonial events. There is also a new MOA with the Sheldon Jackson trustees for the custody of the materials and records of the museum. They will “live” at the Sheldon Jackson museum in Sitka. Mr. Banghart said they were hard at work to develop exhibits for the Princess Cruise line. This is the third year of doing this. There are several on-going programs: Alaska Native libraries is training for practical skills, they are expanding the board band grant, and on-going facility development for historic preservation. Ms. Benshoof asked if the Sheldon Jackson archives were from the Sheldon Jackson College. Mr. Banghart said they were and they will “live” at the Stratton Library in Sitka, which is connected to the Sheldon Jackson Museum. Ms. Cox said the governor included \$20M in his budget for the new SLAM building and wondered how much more they needed. Mr. Banghart said they needed \$75M added to that to complete the job.

Commissioner’s Report. Commissioner Hanley was present to brief the board. He said during this legislative quarter, January-April, there was a need for education at all levels. He is working directly with superintendents encouraging them to put a face on education. The operation of the department was at the highest level, and he could justify every penny that comes in or goes out, saying he had a great team to work with. He said he had been working with Yupiit School District, which is in intervention, and Superintendent Diamond. It is a district with a trustee, and he is working to set obtainable goals but the process was relatively slow. The feedback from the district is that they miss the trustee as he has been gone during March. The Commissioner said the timber receipts will continue for one more year.

Concerning NCLB, he said the department needs college and career standards in order to request a waiver. USDOE said we could freeze our AMOs to get a waiver and he is working with the Governor on that aspect. The last deadline was February 28; the next deadline is September 6 and the state may or may not apply. The new teacher evaluation system is also a waiver requirement. The department is moving forward.

The Commissioner said he had been in the department a bit over a year now, and was more comfortable than a year ago and appreciated the great support from his staff. He noted that he was attending a Justice Summit in Washington, D.C., as part of a team with Alaska Chief Justice Walter Carpeneti. He thanked the board for its conversations and the student advisors.

Commissioner Evaluation. Chair Cox said the commissioner's evaluation was coming up in the June board meeting. She handed out a list of questions that she would like returned to her by April 3 so she could compile them.

The commissioner also gave a brief overview of the white powder letters from a Texas postmark that some school districts had been receiving. He said the FBI had been notified, and the department is in daily contact with the FBI and other officials regarding follow up as each letter is received.

Consent Agenda

Mr. Merriner pulled items 22E, the waiver request for Yupiit School District, and Mr. Shier pulled 22F, the waiver requests for Lower Yukon School District. Carol Schaeffer moved and Phil Schneider seconded the following motion: I move the State Board of Education & Early Development approve the consent agenda consisting of: the minutes December 15 & 16, 2011, meeting; the minutes of the January 23, 2012, meeting; approval of the Capital Improvement Project (CIP) List; approval of the Audited District Waiver for Kashunamiut School District; approval of the renewal for the Soldotna Montessori Charter School for five years; approval of renewal for the Fireweed Academy Charter School for five years; approval of renewal for the Aurora Borealis Charter School for five years; and the approval of the Mt. Edgecumbe High School Activity Fee Structure increase of \$25.00, effective 2012-2013 school year. The motion passed by unanimous roll call vote.

There was discussion regarding the two pulled items. Mr. Schneider asked why they were pulled. Mr. Shier said he wanted more information from Lower Yukon on what transpired with the SIG grant funds and reserve. And he wanted more information on what happens if they are not approved. Ms. Cox said Yupiit was not prepared for the board's discussion today. She wanted to know more about the high or low teacher turnover, the administration staff, and why they dropped so far in making the 70% requirement for instruction, down to 63%. She said those questions were not answered well enough. Ms. Benshoof said the districts need to be frugal with their money and tell the board what they are doing with their money. Ms. Cox said she was also interested in hearing more about local school board costs from both districts. A time to have a

special meeting was discussed. Ms. Cox said she wanted to see personnel, physically, at the meeting.

The following motion was made by Jim Merriner and seconded by Pat Shier: I move that the State Board of Education & Early Development take no action at this time on the requests of the Lower Yukon School District and the Yupiit School District for a waiver under AS 14.17.520 pending the following: 1) a detailed request for additional information regarding district expenses be sent by EED staff to the Lower Yukon School District and the Yupiit School District no later than March 14, 2012; 2) a response from the Lower Yukon School District and the Yupiit School District submitted to EED staff no later than March 28, 2012; 3) an analysis of the responses be done by EED staff and submitted to the board no later than April 6, 2012; and 4) a teleconference meeting of the board be set to consider the applications for these waivers to occur on April 13, 2012 at 10:00 a.m. The motion was passed by unanimous roll call vote.

Board Comments

Madison Manning said she missed Tiarna and was looking forward to AASG.

Tiarna Fischler apologized for missing the meeting due to weather, but was happy to be able to attend using video conferencing, and thanked Madison.

Pat Shier thanked the staff for its work and said the meeting had good arguments. He congratulated the commissioner on his first year on the job. He said he was rethinking delivery of services, what it took to learn in the current environment. He said there were great things available online in curriculum, and was excited about what's out there, the future being here today.

Geri Benshoof said that Mr. Shier had hit on the future of education. She congratulated the commissioner on his first year, she thanked Roxy Maurant and Dottie Knuth for the video conferencing arrangements, and said she was impressed with the charter school presentations.

Phil Schneider said it was a good meeting. He enjoyed the presentation on Babies on Track, being a dad of small children, and wondered how to get the early childhood message out to more people. He gave great kudos to the commissioner, saying that big change doesn't happen without big leadership and was thankful that the Moore case was finally settled. He said he was still advocating for financial literacy and thanked the staff for its work.

Carol Schaeffer thanked Dottie Knuth for getting the packets out earlier. Regarding the waivers, she said if nothing else happens, it sends a message that the board doesn't just rubber stamp them. She indicated that she was concerned with the lack of Native students qualifying for the APS.

Jim Merriner said he enjoyed the museum tour and the time with the Governor. He thanked Chair Cox and the commissioner and said he appreciated the respectful conversation. He reminded board members that the APOC filing deadline was soon.

Esther Cox said she had written notes to several people on behalf of the board for accomplishments and had attended two meetings of the Voyage to Excellence Advisory Board, and had met with Education Northwest. She said she and Mr. Merriner had attended the Anchorage Education Summit follow-up community meetings. She also sent e-mails to legislators regarding HB 330. She gave the annual report to the legislature, and met with the House Education Committee and the Senate Finance Committee on February 2 and 3.

She noted that the June agenda would include the commissioner's evaluation, and reminded board members to bring their calendars as they would be selecting meeting dates and locations for the next fiscal year. She thanked the commissioner for his first year of leadership, thanked the staff for its work and its good preparation for the meeting, and thanked the secretary for the early board packet.

Phil Schneider moved and Pat Shier seconded a motion for adjournment. Motion passed by unanimous consent.

Alaska Department of Education
& Early Development
JUN 19 2012
Commissioner's Office

5/30/2012

**Anchorage Daily News
Affidavit of Publication**

1001 Northway Drive, Anchorage, AK 99508

RECEIVED
DEPT. OF EDUCATION

12 JUN 11 PM 3:45
DIVISION OF FINANCE

AD#	DATE	PO	ACCOUNT	PRICE PER DAY	OTHER CHARGES	OTHER CHARGES #2	OTHER CHARGES #3	GRAND TOTAL
106822	05/30/2012	520055	DEPA0905	\$272.24	\$0.00	\$0.00	\$0.00	\$272.24

STATE OF ALASKA
THIRD JUDICIAL DISTRICT

Joleesa Stepetin being first duly sworn on oath deposes and says that she is an advertising representative of the Anchorage Daily News, a daily newspaper.

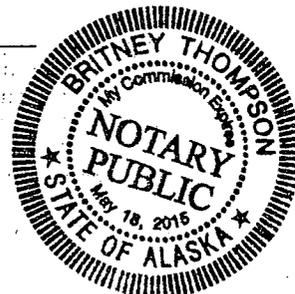
That said newspaper has been approved by the Third Judicial Court, Anchorage, Alaska, and it now and has been published in the English language continually as a daily newspaper in Anchorage, Alaska, and it is now and during all said time was printed in an office maintained at the aforesaid place of publication of said newspaper. That the annexed is a copy of an advertisement as it was published in regular issues (and not in supplemental form) of said newspaper on the above dates and that such newspaper was regularly distributed to its subscribers during all of said period. That the full amount of the fee charged for the foregoing publication is not in excess of the rate charged private individuals.

Signed Joleesa Stepetin

Subscribed and sworn to me before this date:
May 31, 2012

Notary Public in and for the State of Alaska.
Third Division, Anchorage, Alaska

MY COMMISSION EXPIRES: May 15, 2015
Britney Thompson



Meeting of the Alaska State Board of Education & Early Development

The Alaska State Board of Education & Early Development will hold a joint meeting with the University of Alaska Board of Regents on June 6, 2012, 3:00 p.m. to 5:00 p.m. at the Lee Gorsuch Commons on the University of Alaska Anchorage campus. The agenda will include topics of mutual interest: teacher preparation, teacher quality, graduation standards, and state needs.

The Alaska State Board of Education & Early Development will hold a regularly scheduled meeting on June 7 & 8, 2012, starting at 8 a.m. each day. The meeting will be held in the Anchorage School Board meeting room at 5530 E. Northern Lights Blvd., Anchorage Alaska. The public is invited to attend.

The board will take public comment on agenda and non-agenda items on June 7. The public may offer comments and testimony beginning at 8:15 a.m. at the meeting site or through the Legislative Information Offices in Anchorage, Barrow, Bethel, Fairbanks, Juneau, Kenai, Ketchikan, Kodiak, Kotzebue, Mat-Su, Nome, and Sitka. For more information about I/Os, call 465-4648.

The purpose of the meeting is to hold a work session and a business meeting. Topics at the work session include: updates from school districts that are in intervention and those that have exited from intervention; Mt. Edgecumbe High School ad hoc committee; a report of the Alaska State Policy Research Alliance; charter school renewal applications for Family Partnership Charter School, Aquarian Charter School, Alaska Native Cultural Charter School, Ketchikan Charter School and Birchtree Charter School; chart of accounts overview; a review of regulations that may go out for public comment; review of regulations that may be adopted; and an executive session to discuss the commissioner's annual review.

The regulations that may go out for public comment are related to: teacher evaluation, statewide correspondence, in-kind services, and modified growth. The regulations that may be adopted are related to: teacher certification/Praxis II, special education, Alaska Performance Scholarship/Workkeys assessment, content standards, and district improvement plan.

Topics at the business meeting include regulations, listed above, that may go out for public comment and regulations, listed above, that may be adopted. Also election of board officers, selection of meeting dates and locations for the upcoming fiscal year, and standing reports on teaching and learning support, assessment, district improvement, rural education, budget and legislation, Mt. Edgecumbe High School, legal matters, the Division of Libraries, Archives & Museums, and the commissioner's report.

The board also will consider approving the minutes of recent meetings, the application for renewal of the five charter schools, and the appointment of an Administrative Services Director for the department. The board may amend its published agenda. Agenda times are estimates only and the board may consider agenda items out of order without amending its agenda.

Persons with disabilities who need accommodations to participate should contact Dottie Knuth at 907-465-2802, or e-mail Dorothy.Knuth@alaska.gov at least five days before the accommodation is needed. For more information, call 907-465-2802.

Published: May 30, 2012

Alaska State Board of Education & Early Development
June 6, 7, & 8, 2012
Anchorage School District
5530 E. Northern Lights Blvd.
Anchorage, AK

Unapproved Agenda

Mission Statement: *To ensure quality standards-based instruction to improve academic achievement for all students.*

Wednesday, June 6, 2012

- 3:00 PM Joint meeting with the University of Alaska Board of Regents at the UAA Lee Gorsuch Commons Room 107 - 3700 Sharon Gagnon Lane, Anchorage, AK
- 5:00 PM Adjourn

Thursday, June 7, 2012

- 8:00 AM Call to Order and Roll Call.....Esther Cox, Chair
- Pledge of AllegianceEsther Cox, Chair
- Approval of Agenda for June 7, 2012.....Esther Cox, Chair
- Disclosures of potential conflicts of interest Esther Cox, Chair
- Presentation for Tiarna Fischler.....Esther Cox, Chair
- 8:15 AM Public CommentEsther Cox, Chair
- Public comment is open on agenda and non-agenda items. Comment at this oral hearing is limited to three minutes per person and five minutes per group. The following Legislative Information Offices (LIO's) will participate: Anchorage, Barrow, Bethel, Fairbanks, Juneau, Kenai, Ketchikan, Kodiak, Kotzebue, Mat-Su, Nome, and Sitka. For more information about LIO's, call 465-4648. In the event that there are more than three hours of public comment the board may move to amend the agenda to extend the oral hearing to accommodate those present before 7:55 a.m. who did not have an opportunity to comment. The board also reserves the right to adjourn at a later time.

WORK SESSION

- 9:15 AM 1. Intervention District Reports
.....Chair Cox
- 9:15 AM 1A. Northwest Arctic Borough School District.....Superintendent Norman Eck
10:00 AM 1B. Yukon Koyukuk School DistrictSuperintendent Kerry Boyd
- 10:45 AM Break
- 11:00 AM 1C. Yukon Flats School DistrictSuperintendent Lance Bowie
11:45 AM 1D. Yupiit School District.....Superintendent Howard Diamond
- 12:30 PM LUNCH
- 1:00 PM 2. Mt. Edgecumbe High School Ad-Hoc Committee Report, Part I
.....Commissioner Hanley
.....Randy Hawk, Superintendent
- 1:45 PM 3. Alaska State Policy Research Alliance (ASPRA) – Education Northwest
.....Commissioner Hanley
.....Deputy Commissioner Morse
- 2:15 PM 4. Charter Schools Renewal Applications.....Commissioner Hanley
.....Cyndy Curran, Director
- 4A. Family Partnership Charter School – Anchorage School District
4B. Aquarian Charter School – Anchorage School District
4C. Alaska Native Cultural Charter School – Anchorage School District
4D. Ketchikan Charter School – Ketchikan Gateway Borough School
District
4E. Birchtree Charter School – Mat Su Borough School District
- 3:15 PM BREAK

3:30 PM 5. Executive Session.....Esther Cox, Chair

4:30 PM Recess

5:30 PM Dinner at the home of Chair Cox

State Board of Education & Early Development
June 6, 7, & 8, 2012
Anchorage School District
5530 E. Northern Lights Blvd.
Anchorage, AK

Unapproved Agenda

Friday, June 8, 2012

- 8:00 AM Call to Order and Roll Call.....Esther Cox, Chair
Approval of Agenda for June 8, 2012.....Esther Cox, Chair
Disclosures of potential conflicts of interest Esther Cox, Chair
Presentation for Superintendent Carol Comeau.....Esther Cox, Chair

Work Session Continued

- 8:05 AM 6. Chart of Accounts Overview.....Commissioner Hanley
.....Elizabeth Nudelman, Director

8:45 AM Regulations

7. Opening a Period of Public Comment.....Commissioner Hanley

7A. Teacher EvaluationCyndy Curran, Director

7B. Statewide CorrespondenceCyndy Curran, Director

7C. In Kind Services.....Elizabeth Nudelman, Director

7D. Modified GrowthErik McCormick Director

8. Regulations to Adopt.....Commissioner Hanley

8A. Teacher Certification/Praxis IICyndy Curran, Director

8B. Special EducationCyndy Curran, Director

8C. Alaska Performance Scholarship/WorkKeys scores

.....Cyndy Curran, Director

8D. Content Standards.....Erik McCormick, Director

8E. District Improvement PlanCommissioner Hanley/Neil Slotnick

10:25 AM BREAK

BUSINESS MEETING

10:40 AM Regulations

9. Opening a Period of Public Comment.....Commissioner Hanley

9A. Teacher EvaluationCyndy Curran, Director

9B. Statewide CorrespondenceCyndy Curran, Director

9C. In Kind Services...Elizabeth Nudelman, Director

9D. Modified GrowthErik McCormick Director

10. Regulations to Adopt.....Commissioner Hanley

10A. Teacher Certification/Praxis IICyndy Curran, Director

10B. Special EducationCyndy Curran, Director

10C. Alaska Performance Scholarship WorkKeys scores

.....Cyndy Curran, Director

10D. Content Standards.....Erik McCormick, Director

10E. District Improvement PlanCommissioner Hanley/Neil Slotnick

Other Business

11:15 AM 11. Election of Officers.....Esther Cox, Chair

11:30 AM 12. Selection of meeting dates and locations for 2012-2013.....Esther Cox, Chair

11:45 AM LUNCH

Standing Reports

- 12:45 PM 13. Teaching & Learning Support ReportCyndy Curran, Director
- 1:15 PM 14. Assessment, Accountability & Information Management Report
.....Erik McCormick, Director
- 1:45 PM 15. Rural Education Report.....Phyllis Carlson, Director
- 2:10 PM 16. Budget & Legislation Report Marcy Herman, Legislative Liaison
- 2:45 PM BREAK
- 3:00 PM 17. Mt. Edgecumbe High School Report.....Randy Hawk, Superintendent
- 3:20 PM 18. Libraries, Archives & Museums Report.....Linda Thibodeau, Director
- 3:40 PM 19. Attorney General’s ReportNeil Slotnick, Assistant Attorney General
- 4:00 PM 20. Commissioner’s ReportCommissioner Hanley
- 4:20 PM 21. Consent Agenda.....Esther Cox, Chair
- 21A. Approve Minutes of March 8 & 9, 2012, meeting
21B. Approve Minutes of April 13, 2012, meeting
21C. Approve renewal of Family Partnership Charter School
21D. Approve renewal of Aquarian Charter School
21E. Approve renewal of Alaska Native Cultural Charter School
21IF Approve renewal of Ketchikan Charter School
21G. Approve renewal of Birchtree Charter School
21H. Approve Mt. Edgecumbe High School Policy Manual, Part I.
21I. Approve Partially Exempt appointment of Mark E. Lewis

4:30 PM Board Comments

4:45 PM Adjourn

**To: Members of the State Board of
Education & Early Development**

May 25, 2012

From: Michael Hanley, Commissioner

Agenda Item: 7A

◆ **ISSUE**

The board is being asked to open a period of public comment on regulations that address teacher and principal evaluation. As a requirement of receiving State Fiscal Stabilization Funding (SFSF), states were required to review their teacher and administrator evaluation systems and to be able to report on how teachers and administrators perform on evaluations. As a result of that review the board is being asked to adopt regulations that address teacher and principal evaluation.

◆ **BACKGROUND**

- At its March meeting, the board heard a report from the Teacher Quality Working Group regarding the work being done on revisions to the teacher and administrator evaluation system in Alaska.
- The Teacher Quality Working Group met again in April to finish the work begun on the use of student learning data in teacher and administrator evaluations. The group defined student learning data and created the timeline for the implementation of the use of student learning data.
- As department staff worked on the revisions to the regulations, it was determined that since the Cultural Standards for Educators previously adopted by reference are part of the criteria used to evaluate teachers and administrators, those standards should be made explicit in regulations.
- The proposed regulations provide clarity and coherence to teacher and administrator evaluation in Alaska.
- Behind this cover are: 1) the proposed amended regulation, 2) a side-by-side of the changes to the regulations, 3) a bibliography of references used by the working group, and 4) an updated list of the members of the Teacher Quality Working Group.
- Cynthia Curran, Director of Teaching & Learning Support, will be present to brief the board.

◆ **OPTIONS**

This is an information item. Action will be taken during the business meeting under Agenda Item 9A.

4 AAC 04.200(f) is repealed and readopted to read:

(f) The following cultural standards for educators apply to a teacher, including a teacher who is an administrator:

(1) culturally-responsive educators incorporate local ways of knowing and teaching in their work; educators who meet this cultural standard:

(A) recognize the validity and integrity of the traditional knowledge system;

(B) utilize Elders' expertise in multiple ways in their teaching;

(C) provide opportunities and time for students to learn in settings where local cultural knowledge and skills are naturally relevant;

(D) provide opportunities for students to learn through observation and hands-on demonstration of cultural knowledge and skills;

(E) adhere to the cultural and intellectual property rights that pertain to all aspects of the local knowledge they are addressing;

(F) continually involve themselves in learning about the local culture;

(2) culturally-responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students; educators who meet this cultural standard:

(A) regularly engage students in appropriate projects and experiential learning activities in the surrounding environment;

(B) utilize traditional settings such as camps as learning environments for transmitting both cultural and academic knowledge and skills;

(C) provide integrated learning activities organized around themes of local significance and across subject areas;

(D) are knowledgeable in all the areas of local history and cultural tradition that may have bearing on their work as a teacher, including the appropriate times for certain knowledge to be taught;

(E) seek to ground all teaching in a constructive process built on a local cultural foundation;

(3) culturally-responsive educators participate in community events and activities in an appropriate and supportive way; educators who meet this cultural standard:

(A) become active members of the community in which they teach and make positive and culturally-appropriate contributions to the well being of that community;

(B) exercise professional responsibilities in the context of local cultural traditions and expectations;

(C) maintain a close working relationship with and make appropriate use of the cultural and professional expertise of their co-workers from the local community;

(4) culturally-responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school; educators who meet this cultural standard:

(A) promote extensive community and parental interaction and involvement in their children's education;

(B) involve Elders, parents and local leaders in all aspects of instructional planning and implementation;

(C) seek to continually learn about and build upon the cultural knowledge that students bring with them from their homes and community;

(D) seek to learn the local heritage language and promote its use in their teaching;

(5) culturally-responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential; educators who meet this cultural standard:

(A) recognize cultural differences as positive attributes around which to build appropriate educational experiences;

(B) provide learning opportunities that help students recognize the integrity of the knowledge they bring with them and use that knowledge as a springboard to new understandings;

(C) reinforce the student's sense of cultural identity and place in the world;

(D) acquaint students with the world beyond their home community in ways that expand their horizons while strengthening their own identities;

(E) recognize the need for all people to understand the importance of learning about other cultures and appreciating what each has to offer. (Eff. 12/17/94, Register 132; am 4/20/97, Register 142; am 3/15/2007, Register 181; am 9/12/2008, Register 187; am 2/4/2011, Register 197; am __/__/2012, Register __)

Authority: AS 14.03.015 AS 14.07.060 AS 14.20.020
AS 14.07.020 AS 14.20.010

4 AAC 04.205(a) is repealed and readopted to read:

(a) A district shall adopt as the district's performance standards for teachers or administrators the standards set out at 4 AAC 04.200. A district may adopt additional performance standards consistent with these standards.

4 AAC 04.205(b) is repealed:

(b) **Repealed.**

4 AAC 04.205(c) is repealed:

(c) **Repealed.**

4 AAC 04.205(d) is repealed:

(d) **Repealed.** (Eff. 4/20/97, Register 142; am __/__/2012, Register __)

Authority: AS 14.03.015 AS 14.07.060 AS 14.20.020
AS 14.07.020 AS 14.20.010

4 AAC 19.010 is repealed and readopted to read:

4 AAC 19.010. Purpose and scope of evaluations. (a) A district's evaluation of a teacher or administrator shall provide information and analysis that

- (1) helps the teacher or administrator grow professionally;
- (2) is intended to improve the effectiveness of instruction at the school; and
- (3) relates to the future employment of the teacher or administrator.

(b) A district shall evaluate a teacher or administrator on the professional content standards adopted in 4 AAC 04.200. A district may evaluate a teacher or administrator on additional standards that have been adopted by the district.

(c) For each of the content standards adopted in 4 AAC 04.200(b)(1) – (8), a district shall evaluate whether a teacher or administrator is exemplary, proficient, basic, or unsatisfactory on the standard.

(d) In addition to the evaluation described in (c) of this section, for each of the content standards adopted in 4 AAC 04.200(c)(1) – (9), a district shall evaluate whether an administrator is exemplary, proficient, basic, or unsatisfactory on the standard.

(e) The scope of the evaluation of a teacher or administrator on a content standard adopted in 4 AAC 04.200(b) shall include an evaluation on the relevant cultural standard adopted in 4 AAC 04.200(f) as follows:

(1) in evaluating a teacher or administrator on the content standard described in 4 AAC 04.200(b)(2), a district shall include an evaluation of the teacher or administrator on the cultural standard described in 4 AAC 04.200(f)(5);

(2) in evaluating a teacher or administrator on the content standard described in 4 AAC 04.200(b)(3), a district shall include an evaluation of the teacher or administrator on the cultural standard described in 4 AAC 04.200(f)(1);

(3) in evaluating a teacher or administrator on the content standard described in 4 AAC 04.200(b)(4), a district shall include an evaluation of the teacher or administrator on the cultural standard described in 4 AAC 04.200(f)(2);

(4) in evaluating a teacher or administrator on the content standard described in 4 AAC 04.200(b)(7), a district shall include an evaluation of the teacher or administrator on the cultural standards described in 4 AAC 04.200(f)(3) and 04.200(f)(4);

(f) In addition to the evaluation on the individual content standards described in (c) and (d) of this section, a district shall evaluate

(1) whether a teacher's or administrator's overall performance is exemplary, proficient, basic, or unsatisfactory; and

(2) no later than school year 2015-16, whether a teacher's or administrator's student learning data is exemplary, proficient, basic, or unsatisfactory.

(g) A district shall not give a teacher or administrator an overall performance rating of proficient or higher if the teacher or administrator has been evaluated to be performing at a level of basic or lower on one or more of the content standards or other criteria for which evaluation is required under this section.

(h) Unless the district is nonretaining the teacher or administrator, a district shall place a teacher or administrator on a plan of improvement under AS 14.20.149(b)(6), 14.20.149(e), or 14.20.149(f) if the district gives the teacher or administrator a performance evaluation rating of unsatisfactory on one or more of the content standards or other criteria for which evaluation is required under this section. Unless the district is nonretaining the teacher or administrator, a district shall place a teacher or administrator on a plan of professional growth if the district gives the teacher or administrator a performance evaluation rating of basic on one or more of the content standards or other criteria for which evaluation is required under this section. If, at the conclusion of a plan of professional growth, a teacher's or administrator's performance on the

standard or criterion in question is not proficient or exemplary, the district may place the teacher on a plan of improvement under AS 14.20.149(b)(6), 14.20.149(e), or 14.20.149(f).

(i) As used in this section, a “plan of professional growth” is a plan developed by the evaluating administrator, in consultation with the teacher or administrator to whom the plan applies, to provide the structure, assistance, and guidance for the teacher or administrator to improve in all criteria in which the teacher or administrator is performing at a basic level. The plan must include

(1) clear and specific performance expectations;

(2) a description of ways that the teacher’s or administrator’s performance can be improved;

(3) a duration of not less than 45 work days and not more than 90 work days unless the minimum time is shortened by agreement between the evaluating administrator and the teacher or administrator. (Eff. 8/30/75, Register 55; am __/__/2012, Register __)

Authority: AS 14.07.020 AS 14.07.060 **AS 14.20.149**

4 AAC 19.020 is repealed:

4 AAC 19.020. Scope of Evaluation. Repealed. (Eff. 8/30/75, Register 55; repealed __/__/2012, Register __)

Authority: AS 14.07.020 AS 14.07.060

4 AAC 19.030 is repealed and readopted to read:

4 AAC 19.030. Evaluation procedures. (a) In evaluating a teacher or administrator, a district shall

(1) base the evaluation of a teacher or administrator on observation of the teacher or administrator in the workplace by the evaluator;

(2) consider information on the performance of the teacher or administrator provided by students, parents, community members, teachers, and administrators under AS 14.20.149(b)(7);

(3) indicate what information the district used to evaluate the teacher or administrator and the source of the information;

(4) notify students, parents, community members, teachers, and administrators that students, parents, community members, teachers, and administrators have the opportunity to provide information on the performance of the teacher or administrator being evaluated, and provide a form or electronic means for providing the information;

(5) provide the teacher or administrator being evaluated with a copy of the draft evaluation at least 24 hours before the evaluation becomes final;

(6) inform the teacher or administrator being evaluated that

(A) the teacher or administrator has the right to review a draft evaluation and comment in writing before the evaluation becomes final; and

(B) a failure to submit comments before the deadline waives the right to comment on the evaluation;

(7) not retaliate against a teacher or administrator for commenting on the evaluation; and

(8) ensure that the evaluator and the teacher or administrator being evaluated sign the evaluation.

(b) In evaluating a teacher or administrator, a district may

(1) consider information in addition to the information described in (a) of this section that is relevant to the performance of the teacher or administrator on the performance standard under evaluation;

(2) survey students, parents, community members, teachers, or administrators regarding the performance of a teacher or administrator;

(3) use a nationally-recognized teacher or administrator evaluation framework approved by the department that aligns with the standards adopted in 4 AAC 04.200.

(c) An evaluation of a teacher or administrator under this section must be approved by a person who possesses an administrative certificate issued under 4 AAC 12.345.

(d) In applying AS 14.20.149(b)(4), a district shall not consider a teacher or administrator to have exceeded the district performance standards unless the teacher or administrator has

(1) received at least a rating of proficient on all performance standards and other criteria as required in 4 AAC 19;and

(2) received an exemplary rating in at least two performance standards or an exemplary rating in one performance standard and the other criteria as required in 4 AAC 19.

(Eff. 8/30/75, Register 55; am 1/12/83, Register 85; am 9/29/2005, Register 175; am __/__/2012, Register __)

Authority: AS 14.07.020 AS 14.07.060 **AS 14.20.149**

4 AAC 19.040 is repealed and readopted to read:

4 AAC 19.040. Confidentiality of the evaluation. A school district shall adopt procedures that

(1) protect the confidentiality of the evaluation documents; and

(2) allow supervisory personnel appropriate access to the evaluation documents.

(Eff. 8/30/75, Register 55; am __/__/2012, Register __)

Authority: AS 14.07.020 AS 14.07.060 **AS 14.20.149**

4 AAC 19.050 is repealed and readopted to read:

4 AAC 19.050. Reporting of evaluation results and local incorporation of student learning data. (a) No later than July 1, 2015, a school district shall adopt evaluation procedures that incorporate student learning data into the evaluation process. In adopting a process to incorporate student learning data, a district shall confer with educators who teach a subject matter and grade level, or with groups of educators whose subject matters and grade levels are related, to identify appropriate student learning data for evaluating teachers in the subject matter and grade level.

(b) Beginning July 1, 2016, a district shall report to the department each year by July 10 of each school year the number and percentage of teachers and administrators in the district at each of the performance levels described in 4 AAC 19.010(f) at the end of the preceding school year.

(c) Beginning July 1, 2017, the evaluation procedures adopted in (a) of this section shall provide that student learning data will account for at least 20 percent of a teacher's or administrator's overall performance rating. (Eff. 8/30/75, Register 55; am __/__/2012, Register __)

Authority: AS 14.07.020 AS 14.07.060 **AS 14.20.149**

4 AAC 19.060 is repealed and readopted to read:

4 AAC 19.060. Evaluation training. A district’s evaluation training must include evaluator training that provides for an assurance of inter-rater reliability. (Eff. 8/30/75, Register 55; am ___/___/2012, Register __)

Authority: AS 14.07.020 AS 14.07.060

4 AAC 19 is amended by adding a new section to read:

4 AAC 19.099. Definitions. As used in 4 AAC 19.010 -19.099, unless the context indicates a different meaning,

(1) “student learning data” means objective, empirical, and valid measurements of a student’s growth in knowledge, understanding, or skill in a subject that occurred during the time the student was taught that subject by a teacher;

(2) “measurements” means valid methods for assessing student knowledge, understanding, or skill, and may include measurements that are not standardized tests;

(3) “measurements of growth” means a comparison of measurements of the students’ knowledge, understanding, or skill in a subject before being taught by the teacher with comparable measurements made after the students have been taught the subject by the teacher;

(4) “objective, empirical, and valid measurements” means assessments of the extent of a student’s knowledge, understanding, or skill that

(A) are based on verifiable data or information that has been recorded or preserved;

(B) can be repeated with the same expected result;

(C) are not dependent on the point of view or interpretation of the person giving the assessments. (Eff. ___/___/2012, Register __)

Register ____, _____

EDUCATION AND EARLY DEV

Authority: AS 14.07.020

AS 14.07.060

AS 14.20.149

4 AAC 19 Evaluation of Professional Employees

Current Regulation	Proposed Changes
<p>4 AAC 19.010. Purpose of evaluations Evaluation of the performance of professional employees of each school district shall be directed toward improving the quality of instruction and facilitating the learning process in the public schools. Additionally, formal evaluations shall serve as a method for gathering data relevant to subsequent employment status decisions pertaining to the person evaluated.</p>	<p>4 AAC 19.010. Purpose of evaluations is repealed and readopted to read: 4 AAC 19.010. Purpose and scope of evaluations. (a) A district’s evaluation of a teacher or administrator shall provide information and analysis that</p> <ul style="list-style-type: none"> (1) helps the teacher or administrator grow professionally; (2) is intended to improve the effectiveness of instruction at the school; and (3) relates to the future employment of the teacher or administrator. <p>(b) A district shall evaluate a teacher or administrator on the professional content standards adopted in 4 AAC 04.200. A district may evaluate a teacher or administrator on additional standards that have been adopted by the district.</p> <p>(c) For each of the content standards adopted in 4 AAC 04.200(b)(1) – (8), a district shall evaluate whether a teacher or administrator is exemplary, proficient, basic, or unsatisfactory on the standard.</p> <p>(d) In addition to the evaluation described in (c) of this section, for each of the content standards adopted in 4 AAC 04.200(c)(1) – (9), a district shall evaluate whether an administrator is exemplary, proficient, basic, or unsatisfactory on the standard.</p> <p>(e) The scope of the evaluation of a teacher or administrator on a content standard adopted in 4 AAC 04.200(b) shall include an evaluation on the relevant cultural standard adopted in 4 AAC 04.200(f) as follows:</p> <ul style="list-style-type: none"> (1) in evaluating a teacher or administrator on the content standard described in 4 AAC 04.200(b)(2), a district shall include an evaluation of the teacher or administrator on the cultural standard described in 4 AAC 04.200(f)(5); (2) in evaluating a teacher or administrator on the content standard described in 4 AAC 04.200(b)(3), a district shall include an evaluation of the teacher or administrator on the cultural standard described in 4 AAC 04.200(f)(1);

	<p>(3) in evaluating a teacher or administrator on the content standard described in 4 AAC 04.200(b)(4), a district shall include an evaluation of the teacher or administrator on the cultural standard described in 4 AAC 04.200(f)(2);</p> <p>(4) in evaluating a teacher or administrator on the content standard described in 4 AAC 04.200(b)(7), a district shall include an evaluation of the teacher or administrator on the cultural standards described in 4 AAC 04.200(f)(3) and 04.200(f)(4);</p> <p>(f) In addition to the evaluation on the individual content standards described in (c) and (d) of this section, a district shall evaluate</p> <p>(1) whether a teacher's or administrator's overall performance is exemplary, proficient, basic, or unsatisfactory; and</p> <p>(2) no later than school year 2015-16, whether a teacher's or administrator's student learning data is exemplary, proficient, basic, or unsatisfactory.</p> <p>(g) A district shall not give a teacher or administrator an overall performance rating of proficient or higher if the teacher or administrator has been evaluated to be performing at a level of basic or lower on one or more of the content standards or other criteria for which evaluation is required under this section.</p> <p>(h) Unless the district is nonretaining the teacher or administrator, a district shall place a teacher or administrator on a plan of improvement under AS 14.20.149(b)(6), 14.20.149(e), or 14.20.149(f) if the district gives the teacher or administrator a performance evaluation rating of unsatisfactory on one or more of the content standards or other criteria for which evaluation is required under this section. Unless the district is nonretaining the teacher or administrator, a district shall place a teacher or administrator on a plan of professional growth if the district gives the teacher or administrator a performance evaluation rating of basic on one or more of the content standards or other criteria for which evaluation is required under this section. If, at</p>
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	<p>the conclusion of a plan of professional growth, a teacher’s or administrator’s performance on the standard or criterion in question is not proficient or exemplary, the district may place the teacher on a plan of improvement under AS 14.20.149(b)(6), 14.20.149(e), or 14.20.149(f).</p> <p>(i) As used in this section, a “plan of professional growth” is a plan developed by the evaluating administrator, in consultation with the teacher or administrator to whom the plan applies, to provide the structure, assistance, and guidance for the teacher or administrator to improve in all criteria in which the teacher or administrator is performing at a basic level. The plan must include</p> <ol style="list-style-type: none"> (1) clear and specific performance expectations; (2) a description of ways that the teacher’s or administrator’s performance can be improved; (3) a duration of not less than 45 work days and not more than 90 work days unless the minimum time is shortened by agreement between the evaluating administrator and the teacher or administrator.
<p><u>4 AAC 19.015. Evaluation form to be available</u></p> <p>A district shall make a copy of a form, template, or checklist that the district uses in the evaluation of certificated employees available to the public, including posting the form, template, or checklist on the district's website. The posting shall make clear how the district has considered information from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators in the design of the district's certificated employee evaluation system, as required under <u>AS 14.20.149</u>.</p>	<p>No change</p>
<p><u>4 AAC 19.020. Scope of evaluation</u></p> <p>The evaluation should emphasize such factors as teaching or administrative skills, processes and techniques and interpersonal relationships with students, parents, peers and supervisors,</p>	<p>Repealed</p>

<p>as well as those additional factors which the school district considers relevant to the effective performance of its professional employees. The standards for performance must be measurable and relevant.</p>	
<p><u>4 AAC 19.030. Method for evaluating professional employees</u></p> <p>(a) Formal written evaluation of professional employees of each school district must be made at least once per contract year for each certificated staff member, without regard to tenured or nontenured status, including teacher evaluation of principals and other administrators.</p> <p>(b) An acknowledgment of content signed by both the evaluator and the person evaluated must appear on all formal evaluations. The person evaluated must be informed that he has the right to review each written evaluation prior to its final submission and comment in writing on any matter contained in it and that he may, at his request, retain the evaluation for a reasonable amount of time, but not less than 24 hours, for the purpose of reviewing and commenting upon it. The fact that a person evaluated exercises his right to comment on his evaluation in the manner described may not be used against him. Failure to submit written comments by a person evaluated prior to his acknowledgment of the evaluation constitutes a waiver of this right.</p> <p>(c) The evaluation may include information other than specific observations of the evaluator. Districts may adopt procedures whereby input such as students "evaluation of teachers, principals" evaluation of administrators, peer and self-evaluation are utilized. The evaluation must clearly indicate that this kind of information has been used and clearly identify the source of the information.</p> <p>(d) The evaluation must be approved by a person who possesses an administrative certificate issued under 4 AAC <u>12.345</u>.</p>	<p><u>4 AAC 19.030. Method for evaluating professional employees</u></p> <p>Is repealed and readopted to read:</p> <p>4 AAC 19.030. Evaluation procedures. (a) In evaluating a teacher or administrator, a district shall</p> <ol style="list-style-type: none"> (1) base the evaluation of a teacher or administrator on observation of the teacher or administrator in the workplace by the evaluator; (2) consider information on the performance of the teacher or administrator provided by students, parents, community members, teachers, and administrators under AS 14.20.149(b)(7); (3) indicate what information the district used to evaluate the teacher or administrator and the source of the information; (4) notify students, parents, community members, teachers, and administrators that students, parents, community members, teachers, and administrators have the opportunity to provide information on the performance of the teacher or administrator being evaluated, and provide a form or electronic means for providing the information; (5) provide the teacher or administrator being evaluated with a copy of the draft evaluation at least 24 hours before the evaluation becomes final; (6) inform the teacher or administrator being evaluated that <ol style="list-style-type: none"> (A) the teacher or administrator has the right to review a draft evaluation and comment in writing before the evaluation becomes final; and (B) a failure to submit comments before the deadline waives the right to comment on the evaluation; (7) not retaliate against a teacher or administrator for commenting on the evaluation; and

	<p>(8) ensure that the evaluator and the teacher or administrator being evaluated sign the evaluation.</p> <p>(b) In evaluating a teacher or administrator, a district may</p> <p>(1) consider information in addition to the information described in (a) of this section that is relevant to the performance of the teacher or administrator on the performance standard under evaluation;</p> <p>(2) survey students, parents, community members, teachers, or administrators regarding the performance of a teacher or administrator;</p> <p>(3) use a nationally-recognized teacher or administrator evaluation framework approved by the department that aligns with the standards adopted in 4 AAC 04.200.</p> <p>(c) An evaluation of a teacher or administrator under this section must be approved by a person who possesses an administrative certificate issued under 4 AAC 12.345.</p> <p>(d) In applying AS 14.20.149(b)(4), a district shall not consider a teacher or administrator to have exceeded the district performance standards unless the teacher or administrator has</p> <p>(1) received at least a rating of proficient on all performance standards and other criteria as required in 4 AAC 19;and</p> <p>(2) received an exemplary rating in at least two performance standards or an exemplary rating in one performance standard and the other criteria as required in 4 AAC 19.</p>
4 AAC 19.040. Use of the evaluation	<p>4 AAC 19.040 is repealed and readopted to read:</p> <p>4 AAC 19.040. Confidentiality of the evaluation. A school district shall adopt procedures that</p> <p>(1) protect the confidentiality of the evaluation documents; and</p> <p>(2) allow supervisory personnel appropriate access to the evaluation documents.</p>

<p><u>4 AAC 19.050. Development of local evaluation procedures</u></p> <p>(a) Responsibility for evaluation of the performance of professional employees rests with the individual school district. To this end, each school board shall develop and adopt procedures for evaluation of its professional employees. These procedures must be consistent with the standards and guidelines set out in this chapter, as well as other relevant provisions of federal or state law and regulations.</p> <p>(b) Prior to final adoption, the local procedures must be submitted to the department for review.</p> <p>(c) Each school district in the state, whether or not it has previously adopted evaluation procedures, shall submit current procedures to the department for review no later than July 1, 1976.</p> <p>(d) Each school district is encouraged to invite, obtain, and consider community input, including that of students, parents, teachers, and administrators, in the design of the procedure and content for evaluation.</p>	<p>4 AAC 19.050 is repealed and readopted to read:</p> <p>4 AAC 19.050. Reporting of evaluation results and local incorporation of student learning data. (a) No later than July 1, 2015, a school district shall adopt evaluation procedures that incorporate student learning data into the evaluation process. In adopting a process to incorporate student learning data, a district shall confer with educators who teach a subject matter and grade level, or with groups of educators whose subject matters and grade levels are related, to identify appropriate student learning data for evaluating teachers in the subject matter and grade level.</p> <p>(b) Beginning July 1, 2016, a district shall report to the department each year by July 10 of each school year the number and percentage of teachers and administrators in the district at each of the performance levels described in 4 AAC 19.010(f) at the end of the preceding school year.</p> <p>(c) Beginning July 1, 2017, the evaluation procedures adopted in (a) of this section shall provide that student learning data will account for at least 20 percent of a teacher's or administrator's overall performance rating.</p>
<p><u>4 AAC 19.060. Evaluation training</u></p> <p>Each school district shall provide in-service training in evaluative techniques for all certificated staff.</p>	<p>4 AAC 19.060 is repealed and readopted to read:</p> <p>4 AAC 19.060. Evaluation training. A district's evaluation training must include evaluator training that provides for an assurance of inter-rater reliability.</p>
	<p>4 AAC 19 is amended by adding a new section to read:</p> <p>4 AAC 19.099. Definitions. As used in 4 AAC 19.010 -19.099, unless the context indicates a different meaning,</p> <p>(1) "student learning data" means objective, empirical, and valid measurements of a student's growth in knowledge, understanding,</p>

	<p>or skill in a subject that occurred during the time the student was taught that subject by a teacher;</p> <p>(2) “measurements” means valid methods for assessing student knowledge, understanding, or skill, and may include measurements that are not standardized tests;</p> <p>(3) “measurements of growth” means a comparison of measurements of the students’ knowledge, understanding, or skill in a subject before being taught by the teacher with comparable measurements made after the students have been taught the subject by the teacher;</p> <p>(4) “objective, empirical, and valid measurements” means assessments of the extent of a student’s knowledge, understanding, or skill that</p> <ul style="list-style-type: none"> (A) are based on verifiable data or information that has been recorded or preserved; (B) can be repeated with the same expected result; (C) are not dependent on the point of view or interpretation of the person giving the assessments.
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State Board of Education and Early Development Meeting
June 8, 2012
Excerpt From Unapproved Minutes

Board member Carol Schaeffer moved and member Pat Shier seconded the following motion:

I move the State Board of Education & Early Development open a period of public comment on amendments to 4 AAC 04.200(f) professional content and performance standards; 4 AAC 04.205(a)(b)(c)(d) District performance standards; 4 AAC 19.010 Purpose and scope of evaluation; 4 AAC 19.020 Scope of evaluation; 4 AAC 19.030 Evaluation procedures; 4 AAC 19.040 Confidentiality of the evaluation; 4 AAC 19.050 Reporting of evaluation results and local incorporation of student learning data; 4 AAC 19.060 Evaluation training; and 4 AAC 19.099 Definitions.

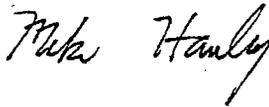
The motion carried by unanimous roll call vote.

Department of Education & Early Development
Office of the Commissioner

Goldbelt Place
801 West Tenth Street, Suite 200
PO Box 110500
Juneau, Alaska 99811-0500
(907) 465-2800
(907) 465-4156 Fax

MEMORANDUM NUMBER 2012-016

To: All parties interested in the regulations of the Department of Education & Early Development



From: Mike Hanley, Commissioner

Date: June 13, 2012

Subject: Opening a period of public comment on proposed amendments to 4 AAC 04.200(f) Professional content and performance standards; 4 AAC 04.205(a)-(d) District performance standards; 4 AAC 19.010 Purpose and score of evaluation; 4 AAC 19.020 Scope of evaluation; 4 AAC 19.030 Evaluation procedures; 4 AAC 19.040 Confidentiality of the evaluation; 4 AAC 19.050 Reporting of evaluation results and local incorporation of student learning data; 4 AAC 19.060 Evaluation training; and 4 AAC 19.099 Definitions.

NOTICE OF PROPOSED CHANGES IN THE REGULATIONS OF THE DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT

The Department of Education & Early Development proposes to adopt regulation changes in Title 4 of the Alaska Administrative Code, 4 AAC 04, Professional content and performance standards and 4 AAC 19, Evaluation of Professional Employees, which may include issues such as the following:

Amending the chapters to specify the cultural standards that apply to teachers in the professional content and performance standards, and to amend the purpose, scope, procedures, confidentiality procedures, and reporting of districts' evaluations of teachers and administrators.

You may comment on the proposed regulation changes, including the potential costs to private persons of complying with the proposed changes, by submitting written comments to Commissioner's Office, Department of Education & Early Development, Attn: Regulations Review, 801 West Tenth Street, Suite 200, PO Box 110500, Juneau, Alaska 99811-0500. Comments may also be submitted via fax, (907) 465-4156, or via the Internet, at

<http://www.eed.state.ak.us>. **Comments must be received no later than 4:00 p.m. November 2, 2012.**

Oral comments may be submitted at a hearing to be held on December 6, 2012, at the Anchorage School District Board Room, 5530 E. Northern Lights Blvd., Anchorage, AK. This hearing will

begin at 8:10 a.m. and might be extended to accommodate those present before 7:55 a.m. who did not have an opportunity to comment.

Persons may also comment at the oral hearing via the following Legislative Information Offices: Anchorage, 716 W 4th Ave., Ste. 200; Barrow, 119 Bank Bldg.; Bethel, 301 Willow St.; Fairbanks, 1292 Sadler Way, Suite 308; Juneau, Rm. 111 Terry Miller Bldg.; Kenai, 145 Main St. Loop, Ste. 217; Ketchikan, 50 Front St., Ste. 203; Kodiak, 112 Mill Bay Rd.; Kotzebue, 373 2nd St., Pillautuq Centre; Mat-Su, 600 E Railroad Ave.; Nome 103 Front St.; Sitka, 201 Katlian St., Ste. 200A.

If you are a person with a disability who needs a special accommodation in order to participate in this process, please contact Dottie Knuth at 465-2802, or dorothy.knuth@alaska.gov, no later than 10 days before the accommodation is needed, to ensure that any necessary accommodations can be provided.

For a copy of the regulation changes, go to www.eed.state.ak.us/regs or contact the Commissioner's Office at the Department of Education & Early Development, 801 West Tenth Street, Suite 200, PO Box 110500, Juneau, Alaska 99811-0500, email Dorothy.Knuth@alaska.gov, or by calling 465-2802.

After the public comment period ends, the State Board of Education & Early Development will either adopt these or other provisions dealing with the same subject, without further notice, or decide to take no action on them. The language of the final regulations may be different from that of the proposed regulations. **YOU SHOULD COMMENT DURING THE TIME ALLOWED IF YOUR INTERESTS COULD BE AFFECTED.**

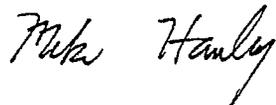
Statutory Authority: AS 14.03.015, AS 14.07.020, AS 14.07.060, AS 14.20.010, AS 14.20.020, AS 14.20.149

Statutes Being Implemented, Interpreted, or Made Specific: AS 14.03.015, AS 14.07.020, AS 14.07.060, AS 14.20.010, AS 14.20.020, AS 14.20.149

Fiscal Information: The proposed regulation changes are not expected to require an increased appropriation.

DISTRIBUTION

All Superintendents	District School Board Presidents	Parent Teacher Association
Alaska Federation of Teachers	News Media	Public Libraries
Alaska Association of School Administrators	Alaska Association of Elementary School Principals	Alaska Association of Secondary School Principals
State Board of Education & Early Development Members	NEA/Alaska, Juneau, Fairbanks, Anchorage	Association of Alaska School Boards
Alaska State Legislature	Legislative Reference Library	Department of Law – Regulations Atty.
Online Public Notice System	All Public Schools	Legislative Affairs Agency
Administrative Regulations Review Committee	Legislative Council	Other interested persons



Mike Hanley
Commissioner

DATE: June 13, 2011

ADDITIONAL REGULATIONS NOTICE INFORMATION
(AS 44.62.190(d))

1. Adopting agency: Alaska Department of Education & Early Development
2. General subject of regulation: Teacher & Administrator evaluation
3. Citation of regulation: 4 AAC04.200(a), 205(a)-X(d) & 4 AAC 19
4. Reason for the proposed action:
 - compliance with federal law
 - compliance with new or changed state statute
 - compliance with court order
 - development of program standards
 - other: response to requests and potential change in federal law
5. Program category and BRU affected: Teaching & Learning Support
6. Cost of implementation to the state agency and available funding (in millions of dollars)

	Initial Year (FY 13)	Subsequent Years
Cost	\$ <u>0</u>	\$ <u>0</u>
General Fund	\$ <u>0</u>	\$ <u>0</u>
Federal Funds	\$ <u>0</u>	\$ <u>0</u>
Other funds	\$ <u>0</u>	\$ <u>0</u>
(specify):	_____	

7. The name of the contact person for the regulations:
 Cynthia Curran, Director of Teaching & Learning Support
 P.O. Box 110500
 Juneau, AK 99811
 (907) 465-2857
8. The origin of the proposed action: Department of Education & Early Development

Date: 6/13/12

Prepared by: Les Morse
 Signature

Les Morse, Deputy Commissioner
 Department of Education & Early Development
 (907) 465-8691

	Yes	No
1. Has your district school board adopted a certificated employee evaluation system?	43	1
2. Does your district implement a district-wide evaluation system for all certified staff?	43	1

3. Please identify the purposes for which evaluation is used in your district.

	# of districts
Professional learning or development	32
Tenure decisions	39
Compensation	6
Dismissal/selective retention decisions	40
Assignment decisions	17
Promotion/advancement decisions (e.g., career ladder)	4
Determination of and reporting on the distribution of effective teachers	7
Identification of teacher leaders	10
Program evaluation (internal to district, external to district)	15
Research on effective teaching	8

Other:

Teacher effectiveness in the classroom

It is also a performance component in our longevity bonus.

Leadership decisions and determining professional development needs.

Improving the quality of instruction and fostering professional growth

Identify areas in which teachers need to improve and have more support in.

4. In your district, who is evaluated with the system?

	# of districts
All general education teachers	44
Core content teachers	30
Noncore content teachers	27
ELL teachers	17
Special Education teachers	38
Support providers	21
Mentors, coaches, or other instructional leaders	14
Nonteaching staff	21
Principals/Administrators	35

Others:

do not have mentors or ELL, psych or therapists

The above that are not marked are because we do not have those staff members in our district.

Superintendent

Principals and other administrators below the level of Superintendent

counselors, secondary librarians, school psychologist, speech language pathologist, OT, PT

5. Which of the following national, state, or district standards does your district's evaluation system assess certified staff according to?

Standard	# of districts
InTASC (Interstate New Teachers Assessment and Support Consortium) standards	1
NBPTS (National Board for Professional Teaching Standards)	4
ISLLC (Interstate School Leaders Licensure Consortium) standards	2
Frameworks (e.g., Charlotte Danielson's Framework for Teaching or Marzano's Comprehensive Framework for Effective Instruction)	7
Standards for Alaska's Teachers	40
Standards for Alaska's Administrators	34

Other:

We add standards for counselors and other specialists where "teacher and administrator" standards are not adequate.

there is no indication in the evaluation documentation about the standards/framework that was used as a basis to build the evaluation tool

We are currently updating our evaluation process and looking at D. Danielson and Marzano frameworks

6. Which of the following assessment or measurement instruments are included in the evaluation of certified staff?

Assessment or Measurement Instruments	# of districts
Alaska Standards Based Assessments (SBAs) or other growth measures	10
Criterion referenced or Curriculum Based Measures (CBMs, e.g., AIMSWeb or DIBELS)	4
Other outcome measures (e.g., graduation rates, suspension/expulsion data)	2
Pre-and Post-tests of student growth	4
Classroom observations	42
Evaluation of student artifacts and work judged according to rubrics	5
Review of teacher portfolios	11
Student surveys	18
Parent surveys	23
Self-report measures	12
Goal-driven professional development plans	16
Progress on performance goals	18
None of the above	2

Other:

Review of some student growth items, but limited.

Goals set by the teachers themselves.

There may be specific items per teacher that would be considered on an individual basis. Primarily the AK Teacher/Administrator Standards are the basis for the evaluation. If more is desired you may wish to change the AK Standards to be more inclusive. They currently spell out what the state expects in evaluation.

It is not survey, but we do have a form that encourages students and parents to give feedback about a teacher.

Administrators are free to consider all data available including test data, student behavior data and goal progress though these are not specifically required by our evaluation system.

We are currently updating our evaluation process and implementing a standards based instructional framework. We will be incorporating our assessment data into the evaluation process.

7. Which of the following elements does your district's evaluation system contain?

	# of districts
Variety of evidence for the performance of a standard	31
Variety or continuum for levels of skill acquisition	31
Requirement of more experienced teachers to perform at a higher level than those with less experience	4
None of the above	7

	Yes	No
8. Does your district have a timeline for completing evaluations for tenured and non-tenured staff?	43	1
9. Does your district have a procedure used for staff to review their own evaluation?	43	1
10. Does your district offer in-service training about the evaluation system to all employees who are evaluated by it?	37	7

11. If yes, on # 10, what is the purpose and content of the in-service training?

Purpose information	Content
overview to evaluation process	How the eval is admin. and used
to comply with Statute 14.20.149	when, who, what to expect
Ensure understanding of eval system & requirements	Evaluation Instrument
To be aware of expectations and timelines. Meet state law.	Process, forms, timelines, support features
Describe district evaluation procedures	Go over the process and requirements.
awareness of the tool	Discussions and documents given out pertaining to evaluation process.
informational	brief review of expectations and the tool
Notification of process.	review of the process
informational	Evaluation handbook
Review Teacher Evaluation Form	professional
Familiarize teachers with eval tool (Danielson's Framework for Teaching)	Evaluation Form and Evaluation Indicators and Standards
Required by Board Policy	Review of Framework domains, elements, and components
Information on the process	Overview of the tool
Familiarization, expectations	The evaluation form and process
Familiarize teachers with the process	understanding of the instrument and its purpose
teachers/administrators having a good understanding of evaluation and its uses.	Review the actual evaluation document
Training in teacher rights and responsibilities, instruments used, timelines.	Review the forms and the procedures
	Board policy, timelines, instruments, PTPC guidelines

Purpose	Content
Familiarize with Instrument and Process	Evaluation Tool and Discussion
Training on evaluation instrument	effective teaching practices
Overall awareness and goal setting	Evaluation tool with collaboration
make sure people are aware of process and purpose of evaluation procedures. It also helps to go through best and worst case scenarios... continuing contracts, or non-retention, plans of improvement and statement of concerns.	elements of plan, timelines and identification of who will perform evaluation. Teacher recourse and interest in continuous quality and improvement throughout a persons career.
so that everyone knows the evaluation process	evaluation process including forms and timeline
this is the tool	
To inform teachers of the evaluation procedures of the district.	All of the evaluation procedures.
Knowledge of process and timelines for evaluation system	Review of tools, process, timelines, signatures.
Certified Evaluation Training	Review of the actual instrument
To insure that staff understand the purpose and procedures related to the evaluation system	Copies of the evaluation system, reference to pertinent policies and regulations
Compliance with law	Requirements of the law and the contract
Orient staff to the evaluation process	Evaluation Instrument
Teachers need to know what areas they will be evaluated in. It also helps when they see it as a tool to help them to improve.	Review of evaluation tool and a power point used to help teachers to understand components of evaluation.
the inservice training is to familiarize the staff with the evaluation document and processes involved and expectation	
to make certain the teacher is familiar with the evaluation instrument and the timelines associated with the evaluation	principals or other evaluators are required to review the document and the procedure to each teacher.
Mutual understanding of the procedures and the timelines for the evaluation	Given sample of the evaluation form
Inform staff or process, procedures, purpose.	DCSD data, AK state required data, Collective Bargaining Agreement data
Provide the document by which staff are evaluated	variety

12. If yes on #10, how often is the in-service given and for how many hours?

How often?	# of Districts
Annually	32
When a new employee enters the district.	1
Every year at the beginning of the year and twice throughout the year	1
once -tenured twice non tenured - first of year	1
during 2010-11, once at beginning of year; next year, several 2-hour PD workshops throughout the year	1

If yes on #10, how often is the in-service given and for how many hours? (Question 12 continued.)

How many hours?	# of districts
0.5	5
1	18
1.5	1
2	5
3	1
5	2
6	2

	Yes	No
13. Does the district evaluate its system?	28	16
14. If yes on # 13, are data from evaluating the system used to revise the system?	22	4
15. If yes on # 13, are data from evaluating the system used to revise the system?	7	19
16. Are stakeholder groups involved in the design and review of the district evaluation system?	34	10

17. If yes on #16, who were the participants?

	# of Districts
Union/Association Representatives	26
School leaders/District leaders	34
Teachers	31
Special Service providers	10
Parents	13
Students	6
School Board Members	24
Business/Community leaders	6
No response	10

18. When changes, updates, and follow up are made to the evaluation process, which of the following strategies are used to communicate with evaluated employees?

Strategies	# of Districts
Memoranda	11
Q and A documents	7
Open forum meetings	17
Webcasts/webinars	0
Detailed information on website	3
Focus groups	2
In-service	35
Email	13
None of the above	5
Other (please specify)	5

Other:

Video presentations

We are just in the process of completing a new evaluation system and the committee has not completed our communication plan as yet.

Video-teleconference

The evaluation system has not been updated since 2003, so I have no idea what process was used at that time.

We use our once a week professional development time with building instructional leaders and staff, regular building level staff meetings, district Core Team for Evaluation meetings, and district administrative leadership team meetings to process related data for decision making. The district Core Team for Evaluation is the primary conduit for research, distribution, dissemination, and gathering of data for consensus building and recommendations for improvements of our current status. The district administrative leadership team makes the final decisions on the development of related Administrative Regulations per board policy for the evaluation process.

19. How frequently are non-tenured teachers formally observed in your district?

# of observations	# of districts
1	2
2	29
3	2
4	2
8	1
No response	7

	Yes	No	No Response
20. If a tenured teacher has met the district performance standards during the previous school year, does your district evaluate them again the following year?	31	6	7
21. Does your district evaluate tenured teachers who have consistently exceeded the district performance standards?	34	3	7

22. How many levels of proficiency does your district evaluation system contain for teachers?

# of levels	# of districts
0	1
1	3
2	1
3	8
4	15
5	7
9	1
No Response	7

23. Provide a list of the levels and their descriptions.

Levels and descriptions

proficient

Distinguished - Master Teacher that makes contributions to the field both in and outside of school. Their classrooms operate at a qualitatively superior level, consisting of a community of learners, with students highly motivated and engaged and assuming responsibility for their own learning. Proficient - A capable teacher that clearly understands the concepts underlying the component and implements them well. Basic- Teacher appears to understand the concepts underlying the component and attempts to implement its elements. Implementation is intermittent and meets most minimum standards. Unsatisfactory- Teacher does not yet appear to understand the concepts underlying the component. Implementation occurs infrequently and does not meet minimum standards. Notes: Ratings of Proficient and Distinguished equate to satisfactory. Receiving a Basic rating in nine or more areas indicates an over-all rating of questionable status.

below met exceeds

1. Commendable - High 2. Commendable - Moderate 3. Satisfactory 4. Concern - Moderate 5. Concern - High

Exceeds Standards Meets Standards Guide for Professional Support Plan of Improvement

Unsatisfactory, Emerging, Basic, Proficient, Distinguished

Emerging, Developing, Proficient and Advanced are the levels - there are 10 areas certified are evaluated in with these categories as the levels they need to attain.

below expectations meets exceeds

deficient needs improvement proficient exceptional

meet expectations

Needs Improvement Now Continued Progress Recommended Meets Performance Standards Outstanding

Levels and descriptions

Unsatisfactory: does not appear to understand concepts underlying Framework for Teaching and falls short of meeting Basic level of proficiency. Teacher whose performance is found to be at Unsatisfactory level is required to engage in an Improvement Plan. Basic: Level of performance, based on training and experience that does not fully meet Proficiency in expectations of evaluator, the profession, or the district standards. At Basic level, teacher may understand concepts underlying FFT component and attempts to implement, but implementation is sporadic, intermittent, or otherwise not entirely successful. Proficient: Level of performance that meets expectations of evaluator, profession, and district standard. Teacher clearly understands concepts underlying the component-level descriptor in framework and implements it well. Experience, professional educators who thoroughly know their content, their students, and their curriculum. Mastered the work of teaching while working to improve practice. Teachers at this level can serve as resources to one another as they participate in a professional community. Distinguished: Advanced level of professional performance, based on training and experience, which significantly exceeds the expectations of the evaluator, the profession, and is advanced over all others in the group being evaluated. Teachers performing at this level are master teachers who make a contribution to the field, both in and outside of their school setting.

Area of Excellence Area of Proficiency Area of Growth Need for Plan of Improvement

Knowledge of Content, Effective Communication, Implementation of Curriculum, Working Effectively with Colleagues, Assessment, Classroom Management & Organ. Skills, Multicultural Awareness, Community/Parent Partnerships, Effective Use of a Variety of Teaching Methods.

None.

Exemplary, Acceptable, Area of Concern, Needs Improvement, and Not Observed. Another level that the above cell would not let me insert is Exceeds Standards

Emergent - Heard of it Developing - Establishing knowledge base Proficient - Substantial knowledge base Advanced - Recognized and serves as an instructional leader

Exceptional, Adequate, Area of Concern, Needs Improvement

superior, adequate, needs improvement

meets standards exceed standards

Unsatisfactory - does not appear to understand the concepts underlying each component- A time to intervene. Basic - understands concepts underlying each component and attempts to implement the elements Proficient -clearly understands underlying components and implements it well Distinguished - master teachers making a contribution to the teaching field

simple cut off- they are proficient, or they are not

1 and 2: below standard 3: meets standard 4: exceeds standard

Emergent Developing Proficient Advanced

Exemplary, Proficient, Weak, Needs Improvement

1 - exceptional, 2 -0 proficient 3 - adequate 4- deficiencies evident 5- unsatisfactory

Superior Strong Average Improvement Needed Unsatisfactory

Exceeds Standards; Meets Standards; Professional Support Needed; Plan of IMprovement required

Below Standard Meets Standard Exceeds Standard

Not labeled

1) Exceptional 2) Proficient 3) Adequate 4)Deficiencies Evident 5) Unsatisfactory

Meets Standard - Does Not Meet Standard Unsatisfactory

Satisfactory

Does not meet Meets standards exceeds standards

Advanced, Proficient, Not Proficient (refer to evaluation instrument for detail-not included)

	Yes	No	No Response
24. Does your system assign individual ratings to individual standards?	27	10	7
25. Do you have an overall rating on the evaluation for teachers? (If yes, please answer #26, if no, skip to # 27)	11	26	7

26. If yes on # 25, describe the process for determining the overall rating.

A summative form based on the rubric.

math

Average of scores

The overall rating is a recommendation for continued employment.

Classroom observation combined with data obtained and discussion with teacher elements and components are evaluated and an overall rating is given

There isn't actually an overall rating - I couldn't get the survey page to go back.

Summation of numbers 1 - 5 Below Standard = 1 Meets Standard = 3 Exceeds Standard = 5

All meets standard on each of the eight sections will amount to MS overall

average of all questions

27. According to your district's rating system, what is the # of certified teachers in your district that do not meet proficiency standards?

# of districts reporting	# of certified teachers who did not meet proficiency standards in 2010-2011
17	0
4	1
5	2
1	3
3	4
2	5
2	8
1	10
1	39
1	90

Total # of certified teachers who did not meet proficiency standards in 2010-2011	
	194

28. What does your district do for a teacher whose performance, after evaluation, does not meet the district performance standards?

plan of improvement

We may choose to non-retain them, or in the case of a tenured staff member they, would be placed on a plan of improvement.

Require further staff development

Plan of Improvement

Placed on a guide for professional support or plan of improvement. Prof development is encouraged along with access to instructional coaches and or mentors is encouraged.

Plan of Improvement

Mentor them to try to work with them to move towards proficiency and advanced levels of performance.

plan of improvement

Remediation through focused administrative attention. Individualized plan and steps for improvement. non-retention as needed.

- Plan of Improvement
- plan of improvement
- Plan of Assistance
- Improvement Plan is developed
- Plan for Improvement
- Develop a Plan of Assistance
- Write plans of improvement for them.
- Let them go or put them on a plan of improvement.
- Plan for Improvement or non-retention
- Provide assistance to help them meet the standards
- non-retention if non-tenured
- plan of improvment
- Non retention
- if non-tenured, they are most likely non-retained. for tenured, they are on a plan of improvement for 90-180 days after which we reevaluate and make other decisions.
- plan of improvement that often includes professional development and other support options
- Nonretention or Plan of improvement
- They are placed on an improvement plan.
- Provide inservice and coaching
- Either a plan of improvement or non-retention depending on the situation
- Place them on a plan of improvement according to regulation
- Provide support: administrator conferences, in district observations of other teachers, attendance at inservices and workshops, pay for relevant courses.
- Teacher is provided help to improve.
- Plan of improvement
- place teachers on a plan of improvement
- More staff development and attention
- They are placed on a plan of improvement or terminated
- Plan of Improvement developed
- Plan of improvement, coaching, if still not acceptable non renew

	Yes	No	No Response
29) Are all administrators in your district evaluated?	31	6	7

30) If no on #29, who is not evaluated? CEO, Superintendent

31) How frequently are administrators in your district evaluated?

Once a year	36
Once for tenured; twice for non-tenure	1
No evaluation for administrator. Only has a CEO	1
No response	6

32) Who is responsible for evaluating them?

Assist. Superintendent and Superintendent	1
Assistant superintendents for elementary and secondary	1
District Office Admin.	1
Immediate supervisor	1
N/A	1
School board	1
superintendent	26
Supervisor	1
site evaluators	1
Assistant superintendent	1
Superintendent and the school board	2

33) How many levels of proficiency does your district evaluation system contain for administrators?

# of levels of proficiency	# of districts reporting
0	2
1	5
2	6
3	6
4	11
5	5
6	1
9	1

34) Provide a list of the levels and their descriptions.

proficient

5- Exemplary- 4- Above average 3- Acceptable 2-Improvement needed 1. Unsatisfactory

Acceptable Not Acceptable

Same as for teachers.

Exceeds Standards Meets Standards Guide for Professional Support Plan of Improvement

n/a

emerging, developing, proficient, advanced - with 10 standards that they are evaluated on.

below expectation meets exceeds

needs improvement proficient exceptional

Meets expectations Exceeds expectations

Superior Good Satisfactory Needs Improvement

Superior: Exceeds expectations Competent: Meets expectations Growth Area: Administrators must focus on improving p areas Improvement Plan: Performance is unacceptable and required formalized improvement efforts

Area of Excellence Area of Proficiency Area of Growth Need for Plan for Improvement

Instructional Leadership, Assessment, Management and Organizational Skills, Community Parent Partnerships, Multicultu Appreciation, Effective Communication

None

Exemplary, Acceptable, Not Acceptable, Needs Improvement, and Not Observed

Same as the teacher evaluation

Meets or Exceeds, Does Not Meet

N/A

meets standards exceeds standards

Meets, suggestions for growth, unsatisfactory

proficient or not proficient

1: far below standard 2: below standard 3: meets standard 4: exceeds standard

emergent developing proficient advanced

Exemplary, Proficient, Weak, Needs Improvement

NA

Exceeds Standards; Meets standards; Professional support needed; plan of improvement required

Below Standard Meets Standard Exceeds Standard

Satisfactory, Unsatisfactory

1) Exceptional 2) Proficient 3) Adequate 4)Deficiencies Evident 5) Unsatisfactory

meets standards does not meet standards unsatisfactory

Satisfactory

does not meet meets exceeds 1-5 scale for supt.

Excellence or Proficient

Outstanding, excellent, satisfactory, needs improvement

	Yes	No	No Response
35) Does your system assign individual ratings to individual standards?	21	16	7
36) Do you have an overall rating on the evaluation for administrators?	9	28	7

37) If yes on #36, describe the process for determining the overall rating.

Scores on the various areas are averaged

math

Overall rating denotes continued employment or dismissal.

Observation, surveys, self-evaluation questions, superintendent assessment and compilation of overall performance

36 is the next question and does not allow a yes or no response

summary comments

Average of all areas

Board discussion and determination

review of the meets standards and does not meet standards determines the overall rating

average of all scores

38) According to your district's rating, what is the number of administrators in your district that do not meet proficiency standards?

# of administrators not meeting proficiency standards	# of districts reporting
0	31
1	2
3	2
4	1
100	1

39) What does your district do for an administrator who has previously acquired tenure as a teacher, whose performance, including performance as an evaluator under the district's certificated employee evaluation system, does not meet the district performance standards?

plan of improvement

I have no history on this matter. Current Principal is very satisfactory no changes have been necessary since my arrival in this district.

NA

Reassigned or non-retained.

May request a transfer to a teaching position.

Plan of Improvement

Mentor them to try to get them to improve.

plan of improvement

We have allowed to return to teaching

back to the classroom

plan of improvement

Plan of Improvement

We do not have a plan in place to address this scenario.

Offer a teacher contract

the status of previous teacher tenure is irrelevant. Training for the evaluation system would be initiated.

Offer them a teacher position.

Ridiculous question. Too many possibilities to list. You should have had a superintendent or a school personnel officer help write these questions. Most of the answers are in law and regulation.

Plan for Improvement, More frequent evaluations with superintendent

Not applicable

N/A

removed, reassigned as a teacher

Move to teacher status

they might be offered another teaching position for which they are qualified. they might be supported as they pursue other employment in another district.

it is handled on a case by case basis - often principals move to a new school where they are partnered with someone that can help them learn missing skills

nonretention or plan of improvement

N/A

The district is not obligated to keep the, they would be fired.

Plan of improvement or non-retention

Provide them with a plan of improvement

Petersburg has not had to face this situation. However, if we did, we'd have to figure out a way to provide a teaching position for the individual.

Unknown, has never happened here.

Plan of improvement.

if this happened the district would ultimately return the administrator to the classroom as a teacher

If they were not satisfactory they would not get employment contracts

Follow AK Statutes

Plan of Improvement

plan of improvement, coaching, training, non renew

40) What are the qualifications required to perform the duties of evaluator in your district?

Have a type b certificate

State of Alaska Administrative "B" Certification.

Training by EED and training outside of District
Must possess a Type B Certificate.
Hold a type B and be trained in the District evaluation system
In the evaluation process, there are 6 standards that must be met.
Type B administrative certification.
Type B
type B certificate for certified evals lead teacher assignment for classified
Type B Certification
Superintendent
Administrator Supervisor for classified personnel
Type B Principal's Certificate
Supervisor
a Type B Alaska License would be required
Principal, superintendent or board member.
Type B certificate or under the supervision of a Type B.
Type B Certificate, successful Principal experience
Hold an Alaska Type B Certificate
Type B Certificate
Type B certification; prior principal experience
Type B or under direction of
type b certification, training on the instrument and on the supervision of teachers to improve and increase their effectiveness.
basic qualifications are that the individual must hold a type B certificate and be in a position where they supervise others
Type B administrative certificate or Supervisor for non certificated staff
N/A
Certificated Type B administrative credential, superintendent credential
Highly qualified evaluator Tybe B certification
Type B certificate
Administrator Certificate issued by the state of Alaska.
Be a certified administrator
Type B Certificate
Must be an assistant superintendent
Administration credentials
The evaluator needs to be a certified administrator
Certified Administrator
school board member

	Yes	No	No Response
41) Is there training for those who evaluate teachers/principals in your district?	26	11	7

42) If yes on #41, what is the content of evaluator training in your district?

review of the evaluation document and process

Lead to Succeed

Evaluation Instrument

evaluaiton process, forms, techniques, how to

Discussions on what effective evaluations require and how to work with certified staff to improve in all areas of instruction and or leadership.

consistency measures

Process and procedure. Study of current trends, common language, best practice.

Fall 2010, we had training w/ outside presenter on Danielson's Framework and how to use it for eval purposes.

Overview of tool

The instrument used and how to add comments specific to the identified criteria.

Various inservices.

Previous question not good. In our district the superintendent evaluates principals. I do the training for principals but do not train "myself". Review the evaluation packet that is used each year and present numbered superintendent memorandums.

Review of timeline and evaluation tools.

Training is based on need as determined by the Superintendent with input from the administrator

Review of evaluation tool, contract language and AK statutes

this question is not logical, if you were referring to question 39, the content includes training on the instrument, the state and islc standards, and how to incorporate other information from students and community.

review of the teacher evaluation system and expectations/timelines

here is the form here is the timeline any questions

Effective teaching strategies, assessment, content knowledge, state standards, cultural standards, employability skills.

REview of the Teacher Evaluation system and associated policies and regulations

Inservice regarding the local system, meaning of terminology, content and intent of state law, the components of good teaching.

Administrators receive training as a part of their certification process.

Training with evaluation tool and power point.

Review of the standards for administrators and how those administrators perform on the standards

We go over the evaluation forms and discuss what indicators to look for when doing the evaluations.

Annual review of adopted evaluation process

43) If yes on #41, how often is training provided for evaluators?

once a year	annually
Training is done every 4 years	Once yearly
Once per year (or ongoing as the need arises).	As often as necessary and when professional development arise or become known
annually	yearly and when needed
At minimum once a year.	once again, not a logical question. This is question 41
once a year	annually
on going	annually
In-depth in fall 2010; shorter trainings in subsequent years.	Once a year or more
1 beginning of year	annually
Annually	Once per year and informally during administrative team meetings.
It varies with the experience of the administrator.	Only during their certification process
We meet as an administrative team. Annually	One time a year.
Annually	once a year

44) Which of the following are used to monitor and/or train evaluators in your district?

	# of districts
Peer evaluations	6
Independent or third party reviews	6
Teacher surveys	9
Inter-rater reliability	5
None of the above	13
Other (please specify)	13
Did not response	7

Other:

Not sure I understand the question.

Trainings with other Type B administrators to help with collegial knowledge of process.

superintendent review of evaluations

training on state standards

Paired-observations w/ Director of Teaching & Learning Support w/ follow-up debrief to review same observation

Inservice training.

Input forms as required by law. That may be what you mean by teacher surveys but there are also parent and student surveys.

N/A

we might review training materials and other reference sources for ideas on improving quality standards.

self evaluations

in service

District Administrative Leadership Team uses current research and best practices to guide the evaluation training.

45) Please identify challenges or issues that your district is encountering with teacher/administrator evaluation.

Improving instruction and producing honest assessments that allow the removal of low performing tenured teachers

There is entirely too much bureaucratic nonsense surrounding schools and the penchant of government for "accountability" Much of what is required is redundant and serves no purpose other than to justify the existence of those who require the reports/forms to be filled out. This takes the administrator away from more important issues of educational leadership, programming and delivery of services.

none

Connecting student achievement to teacher/administrator evaluation in a meaningful manner.

Time to complete with fidelity.

Finding a better tool that is more in line with district expectations and reflects more accurate information in a concise format.

none at this time - happy with our system

tenure

We are in the process of completely revising our evaluation system. Challenge is getting teachers to move toward a Teacher Framework model (Danielson, Marzano) and use value added data.

Having everyone agree there is a need.

We have a fair and adequate system at this time.

Just moved to new eval system this year, and it is working well for us. However, we know that many other districts in the state are using Danielson's Framework for Teaching as basis for their eval systems; we would like to be able to network with those districts for the sharing of developed eval documents, trainings, etc.

Central Office location away from school sites.

None

None.

Teacher/Administrator Standards need to be reviewed and updated. Also there are no "Standards" for specialist like Registered Nurses, School Psychs, Speech and Language Teachers, Counselors, etc. The state regs. do not address these and needs to. One size does not fit all. The same would be true of administrators. Principals are covered but what about Special Ed Directors, Dir. of Personnel, etc.

Evaluations tend to be compliance driven. No set timeline for evaluation instrument review. Maintaining consistency between district expectations and evaluation tool in some areas of the evaluation tool. Overall weak administrator evaluation and assistance program

The tool used is tied to the negotiated contract with the teachers, so progress and revision of the tool is slow

None.

some disgruntled teachers/principals when not retained

Inter rater reliability

High principal turnover has limited effectiveness and allowed tenure to occur of teachers who should not have been granted tenure. We also have the typical issues with teachers only wanting certain things considered and others ignored.

our teacher evaluation system is very outdated, and the prospect of re-doing it is such a huge task that it routinely gets passed over, as we are very fortunate to have career educators here who are amazing teachers

training expectations

Time to evaluate effectiveness and make changes.

Haven't really had many challenges

Would like an evaluation instrument tied directly to performance on state SBA's and administrator evaluation tool tied to state of Alaska SBA performance and to a certain extent teacher, student, and community feedback.

Administrators lack sufficient time to thoroughly evaluate staff; Superintendent lacks time to thoroughly review and monitor evaluations completed by principals

Finding the time to create a more up to date, research based, reliable system.

Validity of evaluations for use as a determination of student success.

Travel between sites due to weather, time and district staff to give evaluations.

none

just adopted new profile

In a small district it is sometimes difficult for administrators to be objective when evaluating friends. They also tend to be shy about offering recommendations for improvement

Our current process and procedures including forms are dated and do not reflect current research or best practices. We are in the process of a self initiated update after gathering input from teachers and administrators.

time, effectiveness, evaluation tool itself

46) What type(s) of technical assistance would you like to have from EED?

Ideas methods to effectively integrate achievement data into certified staff evaluations. Especially for support areas.

Examples from other districts.

abolish tenure

none

Full scale training session with Admin, teachers, union to provide a program that meets state standards and has models to choose from that evaluates on performance.

We do not need technical assistance at this time

Sponsor forums and materials/resource databases focusing on commonly-used eval frameworks (like Danielson's) so that small districts can share the materials they are developing.

None

None.

DEED needs assistance from superintendents and personnel officers on reviewing/rewriting the tea/admin standards. Then the specialty areas mentioned above need to be considered and developed. When all this is completed superintendents and personnel officers need to be brought together for instruction in the changes to regulation.

Assistance and training with administrative evaluation system. Assistance in improving internal capacity for meaningful evaluations.

Assistance in developing a new system.

principal training in inter-rater reliability; best practices

change teacher Standards to research based evaluation model

training for admin on classroom walk throughs, evaluation procedures and aims, and continued support for new administrators through a coaching/mentoring effort.

examples of excellence in evaluation tools and processes posted on the EED website would be great

We are planning on using Charlotte Danielson's work to revise our current process. Any assistance of training or dollars for training would be great!

Examples of evaluation models.

None at this time

Provide several different national and state templates form which districts could modify or adpot to meet each district's needs.

Training in how to train administrators would be wonderful.

Petersburg City School District is very interested in iObservation and has been in discussions with SERRC regarding how to move forward with teacher involvement, buy-in, and ultimately implementation.

A valid and reliable teacher and administrator evaluation instrument.

can you make the day longer or give us more of them?

none

none

To be available for assistance if asked.

Access to current research and best practice resources i.e. Marzano and Danielson models. Assistance with staff development efforts (bringing in presenters, sending key staff to related workshops/seminars, webinars, visitations to AK districts that are implementing research based, best practices models, etc.)

nothing at this time

Unknown.

none

	Yes	No	No Response
47) Would your district be willing to provide technical assistance/help/support to other districts in the state regarding evaluation systems?	17	19	8

48) If yes on #47, please describe the kind of support or help that your district would be willing to provide.

Observation and evaluation techniques. Process training on involving various user groups in evaluation system review.

It's not that we're unwilling but with staff changes at the director level cannot make that commitment at this time.

Districts, including ours, are asked to provide our tool from time to time. We have asked others and have asked ourselves. No reason to recreate the wheel if another district has a better system.

When we have completed our revision would be glad to help other districts with the process. Will be able to answer this question better when we are done.

Maybe assist in providing information on our process of teacher evaluation

We have developed a number of electronic documents that we would be happy to share. Also have developed presentations for PLCs that focus on Danielson's FFT as individualized PD tool -- happy to share this info/presentations.

The full range of training. I hold a Ph.D. in Educational Administration and have been involved in extensive use of Administrator evaluation.

I will be retiring in June and I would be willing to help but I don't believe the district has any interest.

Our district has limited personnel capacity to offer much support to others

training in evaluation procedures, and plans of improvement for teachers needing support.

Inservice on site - share process

i think we have a system that works and an understanding of how important job descriptions, classroom observations, and conversations with staff are. I think we also have a sense of when teacher issues are correctable and might change and we also know when the issues are personality characteristics and deeply embedded. Not all issues can be changed with support from an administrator or district.

We are not yet at a point where we could provide support as our system is broken.

Share the evaluation instrument currently being used.

Share our model of evaluation

methodologies used in evaluation of certified and classified staff

N/A

Consultation and/or participation in a group workshop to develop a valid and reliable system.

Training and we would be willing to share our tool.

Would assist in training evaluators and offer to evaluate administrators on some occasions

Collaboration and consultation regarding our current efforts and related challenges/outcomes FY11. We are just beginning our efforts with this evaluation update process this month (April) and will be more of a support after completing our efforts after FY12. However, there is value in collaborating with others going through this type of process at all stages.

other evaluation examples from around the state

ALIGNMENT OF CURRENT ALASKA STATUTES & REGULATIONS WITH PRINCIPLE 3 ELEMENTS

Principle 3 Elements	Statutes	Regulations	Notes
(1) will be used for continual improvement of instruction;	14.20.149 (a)	4 AAC 19.040 Purpose of evaluation	
(2) meaningfully differentiate performance using at least three performance levels;	14.20.149 (3) (4) & (6)	4 AAC 04.205 (c) A teacher evaluation system adopted by a district may (3) recognize a variety or continuum of levels of skill acquisition.	Based on language in statutes, Alaska currently has a minimum of three performance levels: exceeds, meets, and did not meet. Regulations allows for additional levels.
(3) use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including English Learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys)	14.20.149 (a) observation of employee in employee's workplace 14.20.149(b)(2) 2 observations of non-tenured teacher 14.20.149(b)(7) information from parents & students	4 AAC 19.020 Scope of evaluation. Teaching or administrative skills, processes and techniques and interpersonal relationships with students, parents, peers and supervisors. Additional factors that the school district considers relevant to the effective performance of its professional employees. The standards for performance must be measurable and relevant. 4AAC 19.030 (c) May include information other than specific observations of the evaluator. Input such as students "evaluation of teachers, principal" evaluation of administrators, peer and self-evaluation are utilized. The evaluation must clearly indicate that this kind of information has been used and clearly identify the source of the information. 4 AAC 04.205 District Performance Standards. (c) A teacher evaluation system adopted by a district may (1) provide a variety of assessment strategies; (2) recognize a variety of evidence of performance of a standard; and (3) recognize a variety or continuum of levels of skill acquisition and require more experienced teachers to perform at a high level than those with less experience.	No specific mention of student growth data. Allows for districts to incorporated student growth data as an additional factor relevant to the effective performance of its professional employees.

Principle 3 Elements	Statutes	Regulations	Notes
(4) evaluate teachers and principals on a regular basis;	14.20.149(b)(5) administrators yearly 14.20.149(b)(3) & (4) tenured teachers	4 AAC 19.030 (a) Formal written evaluation of professional employees of each school district must be made at least once per contract year for each certificated staff member, without regard to tenured or nontenured status, including teacher evaluation of principals and other administrators.	
(5) provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development;	14.20.149(b)(6) plan of improvement 14.20.149(e) tenured teachers 14.20.149(f) administrators	4 AAC 19.010 Purpose of evaluations	
(6) will be used to inform personnel decisions.	14.20.149(b)(6) Immediate dismissal 14.20.149(e) “calls for non-retention of tenured teachers who does not meet the standard” per AS 14.20.175. Nonretention. (b)(1) 14.20.175 Non-retention	4 AAC 19.010 Purpose of evaluations	
To ensure high-quality implementation, all teachers, principals, and evaluators should be trained on the evaluation system and their responsibilities in the evaluation system.	14.20.149(c) Administrator training 14.20.149(d) Teacher training	4 AAC 19.060 Evaluation training	
SEA must develop and adopt guidelines for these systems	14.20.149(b) The certificated evaluation system must (1) establish district performance standards for the district’s teachers and administrators that are based on professional performance standards adopted by the department by regulation.	4 AAC 04.200 Professional content and performance standards. (b) Teachers (c) Administrators (e) Beginning Teachers	
LEAs must develop and implement teacher and principal evaluation and support systems that are consistent with the SEA’s guidelines.		4 AAC 19.050 Development of local evaluation procedures. 4 AAC 04.205 District Performance Standards	

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Alaska Technical Advisory Committee Meeting Agenda



May 18 and 19, 2011

Embassy Suites
Anchorage, AK

Wednesday, 18th

Breakfast *On your own*

8:30 **Welcome**

Introductions, agenda overview, schedule next TAC meeting

Materials

- 01_TACAgenda

8:45

Teacher Effectiveness

The Race to the Top competition foreshadowed the future of measuring teacher effectiveness through the use of student achievement data. The assurances under the State Fiscal Stabilization Funding (SFSF) required the states to create plans so that the states would be able to publicly report the number and percentage of teachers and principals who score at various proficiency levels on their evaluations. Department staff have with the Teacher Quality Working Group begun to frame the conversation around teacher/principal evaluation. As a result of this work the department has produced an e-Learning module on teacher evaluation, presently surveying districts about their evaluation systems, and promulgated regulations requiring districts to post on their websites the blank forms, templates or checklists used in teacher/principal evaluation. The plan for the SFSF is provided in the materials marked 02_SFSF Requirements for Achieving Equity in Teacher Distribution.

Systems used to evaluate the performance of teachers and principals must include student achievement outcomes or student growth data as an evaluation criterion. The department is seeking information from the TAC regarding the possibility of incorporating the Performance Incentive Program's growth model or establishing another system to meet the SFSF requirements. The system is to be operational by spring 2012.

Questions:

1. *What are psychometric considerations when determining a value-added model (VAM) or a growth model with the present assessment system? Will the fact that the SBA assessments are not vertically aligned play a role in the decision?*

2. *What are ways to increase the precision and reliability of teacher evaluation measures, given Alaska's unique mix of small and large schools? Are there any essential analyses EED should consider doing to inform the design, implementation, and ultimately usefulness and defensibility of its teacher and principal evaluation programs?*
3. *How are the growth trajectories of students with disabilities and English language learners to be considered?*
4. *As the department continues to develop the plan, what are considerations when assigning percentages or weights? For example, some states have assigned weights of 50% or more to student performance data, while other states have assigned less (e.g., 20%). What should EED consider when assigning weights? What is a minimum percentage for performance linked to student achievement? What are some analyses EED or its contractors might do to see that the intended (nominal) weights are the effective weights, and that the intended results make sense?*
5. *What are some policy considerations? What are proposed uses once the system is in place? Are there considerations for phasing in the evaluation system over time?*

Materials:

- 02_SFSFRequirements_Equity_TeacherDistribution
- 03_DevelopingValueTable_Alaska

10:30

Break

10:45

Continue discussion on Teacher and Principal Effectiveness

11:45

Lunch on your own

1:15

Future Assessment System

The department has recently embarked on a standards revision for reading, writing, and mathematics grades K-12. The estimated date of completion including Board approval is Fall 2012. As a result, new assessments will be developed and operational spring 2015. This timeline is in concert with the ESEA Blueprint. Multiple considerations must be discussed to guide this transition.

Questions:

1. *What are the considerations in terms of policy and technical decisions going forward with end of course (EOC) exams? Presently EED does not intend to create standards for other content areas beyond reading, writing, and math.*
2. *What are considerations regarding the state mandated HSGQE: the new standards will raise the rigor for the SBAs; how does this impact the essential skills assessment? What should be considered in adopting EOC exams in terms of possible use for student exit from high school?*
3. *What are considerations in terms of comparing scores with present and future assessments?*
4. *What school accountability considerations (e.g., NCLB) should EED be aware of in considering using EOC exam results? Where are successful state strategies to learn from?*

5. *What issues should EED be aware of in the course of transitioning from its current assessment system to a future assessment system for EOC exams? For an assessment aligned with new state content standards?*
6. *How can the formative assessment system be developed to support the new standards ahead of the future assessment?*

Materials:

- 04_HSGQEStatute
- 05_AKSummary_CommonCore2011
- 06_EdvantiaTransitions_CCSS_04-18-11

- 2:45 *Break*
- 3:00 Continue discussion on Future Assessment System
- 4:00 **Review meeting notes and adjourn**

Thursday, 19th

Breakfast *On your own*

8:30 **Residual Analysis Tool**

This presentation by Dr. Richard Smith, Senior Psychometrician at DRC, was designed to illustrate how the use of residual analysis could help districts and schools answer questions about the effectiveness of instruction. The Residual Analysis Tool has been expanded to include school level analysis as well as analysis of depth of knowledge and cognitive level.

Questions:

1. *What are the possibilities this Tool can be used for teacher effectiveness?*

Materials:

- 07_ResidualAnalysis_InformCurrDevel_Instruction
- 08_ResidualAnalysis_InformCurrDevel_Instruction_DOK

9:30 **Alignment of High School Courses with Federal Coding**

EED is expanding its existing DataSpecs interface to map and crosswalk the secondary courses including careers in technology courses used throughout the public school districts into a unified course classification system. It is believed this process will assist with the federal mandate to create links between teachers, students, courses, classes, and performance.

EED has brokered a contract with ESP Solutions Group, the same company that created a metadata management application called DataSpecs, to enhance EED's secondary course system. ESP's DataSpecs is a metadata inventory application that compiles information about data resources and standardizes data definitions, codes, and forms to facilitate sharing of information across all applications without the need to reformat data. ESP's latest contribution to enhance the system is software called CourseWalk. It is a tool that facilitates the matching of local school or district course codes to state or national course codes.

CourseWalk can also be used by the SEA to match the state's set of secondary course codes to the national coding system called Secondary School Course classification System: School Codes for Exchange of Data (SCED).

Questions:

1. *What are considerations for the CourseWalk to support links to teachers?*
2. *Will this tool be sufficient to address the needs of the proposed Alaska Performance Scholarship (APS) program, which requires students to take and pass certain courses?*
3. *After a common definition, what is the next step for alignment to standards? What are considerations other states have implemented?*

4. *This tool is intended for courses at the high school level. What might be considered for linking teachers and students at the K-8 levels, e.g., for teacher evaluation?*
5. *What studies or analyses might be considered to validate the common course coding?*

Materials:

- 09_DataSpecs_SummarySheet
- 10_CourseWalk_SummarySheet
- 11_APS_FactSheet

10:30 *Break*

10:45 Continue discussion on Future Assessment

Making Decisions for Transitioning From State Standards to Common Core State Standard; Edvantia Inc. - This paper resulted from the work of the Capacity Building for Delivery of Support and Corrective Action to Districts and Schools under AYP Study Group comprised of state education specialists and consultants the Comprehensive Assessment Systems for ESEA Title I (CAS) State Collaborative on Student Standards and Assessments (SCASS). The members of the Study Group benefited from discussions among SCASS colleagues throughout 2011.

CCSSO received financial support for the development of this paper from the CAS member states. The group is now requesting feedback on the draft before the CCSSO meeting in June 2011.

12:00 **Wrap up and adjourn**

Alaska State Board of Education & Early Development

**Tentative Agenda
Teleconference/Videoconference Meeting**

**October 29, 2012
Originating in the Goldbelt Building
Auxiliary Conference Room
801 West Tenth St., First Floor
Juneau, AK**

***Mission Statement:** To ensure quality standards-based instruction to improve academic achievement for all students.*

-
- 12:00 PM**
- 1. Call to Order and Roll Call.....Jim Merriner, Chair**
 - 2. Pledge of Allegiance.....Jim Merriner, Chair**
 - 3. Disclosures of potential conflicts of interestJim Merriner, Chair**
 - 4. Approval of the Agenda.....Jim Merriner, Chair**

12:05 PM **Public CommentJim Merriner, Chair**
Public comment is open on agenda items only. Comment at this oral hearing is limited to three minutes per person and five minutes per group. In the event that there is more than fifteen minutes of public comment the board may move to amend the agenda to extend the oral hearing to accommodate those present or on line before noon, or those signed up prior to the meeting, who did not have an opportunity to comment. The board also reserves the right to adjourn at a later time.

Business Meeting

- 12:15 PM**
- 5. School District Budget Waiver Requests**
.....Commissioner Hanley
..... Elizabeth Nudelman, Director
 - 5.1 Aleutian Region School District**
 - 5.2 Aleutians East Borough School District**
 - 5.3 Bristol Bay Borough School District**
 - 5.4 Chatham School District**
 - 5.5 Copper River School District**
 - 5.6 Hoonah City School District**
 - 5.7 Hydaburg City School District**
 - 5.8 Iditarod Area School District**
 - 5.9 Kake City School District**
 - 5.10 Kashunamiut School District**

- 5.11 Kuspuk School District
- 5.12 Lake and Peninsula School District
- 5.13 Nome Public Schools
- 5.14 North Slope Borough School District
- 5.15 Northwest Arctic Borough School District
- 5.16 Pelican City Schools
- 5.17 Pribilof School District
- 5.18 Saint Mary's School District
- 5.19 Skagway School District
- 5.20 Southeast Island School District
- 5.21 Southwest Region School District
- 5.22 Tanana City School District
- 5.23 Yukon Flats School District

- 1:15 PM 6. Regulations to go out for public comment
- 6A. Alaska Performance Scholarship Middle School Requirements
 Les Morse, Deputy Commissioner
 Rebecca Hattan, Assistant Attorney General
- 6B. Supplemental Teacher Evaluation
 Sondra Meredith, Teacher Certification Administrator
- 1:35 PM 7. State Board of Education & Early Development Bylaws
 Jim Merriner, Chair
- 1:45 PM 8. Alaska Education Plan.....Jim Merriner, Chair
- 1:50 PM 9. Board Resolution for Cynthia Curran.....Jim Merriner, Chair
- 1:55 PM Board Comments
- 2:00 PM Adjourn

To: **Members of the State Board of
Education & Early Development**

October 5, 2012

From: Michael Hanley, Commissioner

Agenda Item: 6B

◆ **ISSUE**

The board is being asked to re-notice the draft regulations on teacher and administrator evaluation to include changes recommended by staff.

◆ **BACKGROUND**

- At its June meeting, the board sent out for public comment proposed regulations amending the regulations on teacher and administrator evaluations.
- After further review, staff has compiled several suggested edits to eliminate duplication and make the regulations easier to understand and implement. If the board concurs, it would be advantageous to seek public comment on the edited version, so that the final package can be adopted in December.
- The following proposed changes eliminate duplication; clarify the application of the cultural standards; differentiate among teachers, administrators, and special service providers; and make the evaluation requirements less prescriptive for districts:
 - Replacing originally proposed 4 AAC 19.010(e) with a general requirement (now found in 19.010(b)) that districts *must consider* the cultural standards in evaluation.
 - Adopting the cultural *content* standards (standards (1) – (5)) themselves, not the examples that illustrate the content standards. This makes the burden on districts clearer and avoids having to re-write the examples to make them conform to strict legal drafting style.
 - Repealing 4 AAC 04.205(a), which was duplicative of AS 14.20.149(b)(1), but adding back 04.205(b) and (d), which permit districts to modify performance standards and apply standards appropriately to teachers who are not in the classroom.
 - Eliminating the requirement that districts evaluate teachers on 4 AAC 04.200(b)(1), which is philosophical in nature.
 - Eliminating the requirement that districts evaluate administrators under 4 AAC 04.200(b), which would have been duplicative of the evaluation required under 4 AAC 04.200(c).
 - Redrafting the requirement regarding when a teacher or administrator is considered to have not met the district performance standards (now at 4 AAC 19.010(g)), to avoid a possible conflict with the statute (AS 14.20.149).
 - Adding a new subsection (4 AAC.010(d)) to address evaluation of special service providers, who are to be evaluated under standards crafted by districts under 4 AAC 04.205(d).

- Adding definitions of “teacher,” “administrator,” and “special service provider.”
 - Making clear that districts should establish *standards* for evaluation of a teacher’s or administrator’s performance in regard to student learning data.
 - Making the initial evaluation of student learning occur in school year 2016 to conform to the timeline for adoption of district standards for evaluation of student learning data.
- Sondra Meredith, Teacher Certification Administrator, will be present to brief the board.

◆ **OPTIONS**

Re-notice the proposed package with changes for public comment.

Amend the proposed package and send the amended package out for public comment.

Continue to seek public comment on the current draft.

◆ **ADMINISTRATION RECOMMENDATION**

Re-notice the proposed package with changes for public comment

◆ **SUGGESTED MOTION**

I move that the State Board of Education & Early Development re-notice for public comment the new proposed regulations governing cultural standards and teacher and administrator evaluations.

4 AAC 04.200(f) is repealed and readopted to read:

(f) The following cultural standards for educators apply to a teacher, including a teacher who is an administrator or a special service provider:

(1) a culturally-responsive educator incorporates local ways of knowing and teaching in the educator's work;

(2) a culturally-responsive educator uses the local environment and community resources on a regular basis to link what the educator is teaching to the everyday lives of the students;

(3) a culturally-responsive educator participates in community events and activities in an appropriate and supportive way;

(4) a culturally-responsive educator works closely with parents to achieve a high level of complementary educational expectations between home and school;

(5) a culturally-responsive educator recognizes the full educational potential of each student and provides the challenges necessary for them to achieve that potential. (Eff. 12/17/94, Register 132; am 4/20/97, Register 142; am 3/15/2007, Register 181; am 9/12/2008, Register 187; am 2/4/2011, Register 197; am __/__/2013, Register __)

Authority: AS 14.03.015 AS 14.07.060 AS 14.20.020

AS 14.07.020 AS 14.20.010

4 AAC 04.205(a) repealed:

(a) **Repealed.**

4 AAC 04.205(c) is repealed:

(c) **Repealed.**

(Eff. 4/20/97, Register 142; am ___/___/2013, Register ___)

Authority: AS 14.03.015 AS 14.07.060 AS 14.20.020
AS 14.07.020 AS 14.20.010

4 AAC 19.010 is repealed and readopted to read:

4 AAC 19.010. Purpose and scope of evaluations. (a) A district's evaluation of a teacher, administrator, or special service provider shall provide information and analysis that

- (1) helps the teacher, administrator, or special service provider grow professionally;
- (2) is intended to improve the effectiveness of instruction at the school; and
- (3) relates to the future employment of the teacher, administrator, or special service provider.

(b) For each of the content standards adopted in 4 AAC 04.200(b)(2) – (8), a district shall evaluate whether a teacher is exemplary, proficient, basic, or unsatisfactory on the standard. In evaluating the teacher, the district shall consider the cultural standards adopted in 4 AAC 04.200(f). A district may evaluate a teacher on additional standards that have been adopted by the district.

(c) For each of the content standards adopted in 4 AAC 04.200(c)(1) – (10), a district shall evaluate whether an administrator is exemplary, proficient, basic, or unsatisfactory on the standard. In evaluating the administrator, the district shall consider the cultural standards adopted in 4 AAC 04.200(f). A district may evaluate an administrator on additional standards that have been adopted by the district.

(d) A district shall evaluate whether the performance of a special service provider is exemplary, proficient, basic, or unsatisfactory on the performance standards for the special service adopted by the district under 4 AAC 04.205(d). In evaluating the special service provider, the district shall consider the cultural standards adopted in 4 AAC 04.200(f).

(e) In addition to the evaluation on the individual standards described in (b), (c), or (d) of this section, a district shall evaluate

(1) whether a teacher's, administrator's, or special service provider's overall performance is exemplary, proficient, basic, or unsatisfactory; and

(2) no later than school year 2015-16, whether a teacher's or administrator's performance on the district's standards for student learning data is exemplary, proficient, basic, or unsatisfactory.

(f) A district shall not give a teacher, administrator, or special service provider an overall performance rating of proficient or higher if the teacher, administrator, or special service provider has been evaluated to be performing at a level of basic or lower on one or more of the content standards or other criteria for which evaluation is required under this section.

(g) A teacher, administrator, or special service provider who receives a performance evaluation rating of unsatisfactory on one or more of the content standards or other criteria for which evaluation is required under this section has not met the district performance standards for purposes of AS 14.20.149(b)(6), 14.20.149(e), or 14.20.149(f).

(h) Unless the district is nonretaining the teacher, administrator, or special service provider, if a district gives a special service provider, administrator, or teacher who holds a professional teacher certificate under 4 AAC 12.305(b), or a master teacher certificate under 4 AAC 12.305(c), a performance evaluation rating of basic on one or more of the content standards

or other criteria for which evaluation is required under this section, the district shall place the teacher, administrator, or special service provider on a plan of professional growth. If, at the conclusion of a plan of professional growth, a teacher's, administrator's, or special service provider's performance on the standard or criterion in question is not proficient or exemplary, the district may place the teacher, administrator, or special service provider on a plan of improvement under AS 14.20.149(e).

(i) Unless the district is nonretaining the teacher, if a district gives a teacher who holds an initial teacher certificate under 4 AAC 12.305(a) a performance evaluation rating of basic on one or more of the content standards or other criteria for which evaluation is required under this section, the district

(1) shall provide support and assistance, as determined by the district, for improvement on that standard or criterion;

(2) may place the teacher on a plan of professional growth as provided in (h) of this section.

(j) As used in this section, a "plan of professional growth" is a plan developed by the evaluating administrator, in consultation with the teacher, administrator, or special service provider to whom the plan applies, to provide the structure, assistance, and guidance for the teacher, administrator, or special service provider to improve in all criteria in which the teacher, administrator, or special service provider is performing at a basic level. The plan must include

(1) clear and specific performance expectations;

(2) a description of ways that the teacher's or administrator's performance can be improved;

(3) a duration of not less than 45 work days and not more than 90 work days unless the minimum time is shortened by agreement between the evaluating administrator and the teacher or administrator. (Eff. 8/30/75, Register 55; am __/__/2013, Register __)

Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149

4 AAC 19.020 is repealed:

4 AAC 19.020. Scope of Evaluation. Repealed. (Eff. 8/30/75, Register 55; repealed __/__/2013, Register __)

Authority: AS 14.07.020 AS 14.07.060

4 AAC 19.030 is repealed and readopted to read:

4 AAC 19.030. Evaluation procedures. (a) In evaluating a teacher, administrator, or special service provider, a district shall

(1) base the evaluation of a teacher, administrator, or special service provider on observation of the teacher, administrator, or special service provider in the workplace by the evaluator;

(2) consider information on the performance of the teacher, administrator, or special service provider provided by students, parents, community members, teachers, and administrators under AS 14.20.149(b)(7);

(3) indicate what information the district used to evaluate the teacher, administrator, or special service provider and the source of the information;

(4) notify students, parents, community members, teachers, and administrators that students, parents, community members, teachers, and administrators have the opportunity to

provide information on the performance of the teacher, administrator, or special service provider being evaluated, and provide a form or electronic means for providing the information;

(5) provide the teacher, administrator, or special service provider being evaluated with a copy of the draft evaluation at least 24 hours before the evaluation becomes final;

(6) inform the teacher, administrator, or special service provider being evaluated that

(A) the teacher, administrator, or special service provider has the right to review a draft evaluation and comment in writing before the evaluation becomes final; and

(B) a failure to submit comments before the deadline waives the right to comment on the evaluation;

(7) not retaliate against a teacher, administrator, or special service provider for commenting on the evaluation; and

(8) ensure that the evaluator and the teacher, administrator, or special service provider being evaluated sign the evaluation.

(b) In evaluating a teacher, administrator, or special service provider, a district may

(1) consider information in addition to the information described in (a) of this section that is relevant to the performance of the teacher, administrator, or special service provider on the performance standard under evaluation;

(2) survey students, parents, community members, teachers, or administrators regarding the performance of a teacher, administrator, or special service provider;

(3) use a nationally-recognized teacher, administrator, or special service provider evaluation framework approved by the department that aligns with the standards adopted in 4 AAC 04.200.

(c) An evaluation of a teacher, administrator, or special service provider under this section must be approved by a person who possesses an administrative certificate issued under 4 AAC 12.345. (Eff. 8/30/75, Register 55; am 1/12/83, Register 85; am 9/29/2005, Register 175; am __/__/2013, Register __)

Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149

4 AAC 19.040 is repealed and readopted to read:

4 AAC 19.040. Confidentiality of the evaluation. A school district shall adopt procedures that

- (1) protect the confidentiality of the evaluation documents; and
- (2) allow supervisory personnel appropriate access to the evaluation documents.

(Eff. 8/30/75, Register 55; am __/__/2013, Register __)

Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149

4 AAC 19.050 is repealed and readopted to read:

4 AAC 19.050. Reporting of evaluation results and local incorporation of student learning data. (a) No later than July 1, 2015, a school district shall adopt standards and evaluation procedures that incorporate student learning data into the evaluation process. In adopting a process to incorporate student learning data, a district shall confer with educators who teach a subject matter and grade level, or with groups of educators whose subject matters and

grade levels are related, to identify appropriate student learning data for evaluating teachers in the subject matter and grade level.

(b) Beginning July 1, 2016, a district shall report to the department each year by July 10 of each school year the number and percentage of teacher, administrator, or special service provider in the district at each of the performance levels described in 4 AAC 19.010(e) at the end of the preceding school year.

(c) Beginning July 1, 2017, the evaluation procedures adopted in (a) of this section shall provide that student learning data will account for at least 20 percent of a teacher's or administrator's overall performance rating. (Eff. 8/30/75, Register 55; am __/__/2013, Register __)

Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149

4 AAC 19.060 is repealed and readopted to read:

4 AAC 19.060. Evaluation training. A district's evaluation training must include training that provides for an assurance of inter-rater reliability. (Eff. 8/30/75, Register 55; am __/__/2013, Register __)

Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149

4 AAC 19 is amended by adding a new section to read:

4 AAC 19.099. Definitions. As used in 4 AAC 19.010 -19.099, unless the context indicates a different meaning,

(1) "administrator" has the meaning given in 4 AAC 12.900(c)(2)(A);

(2) “measurement” means an assessment of student knowledge, understanding, or skill, and may include an assessment that is not a standardized test;

(3) “measurement of growth” means a comparison of a measurement of a student’s knowledge, understanding, or skill in a subject before being taught by the teacher with a comparable measurement made after the student has been taught the subject by the teacher;

(4) “objective, empirical, and valid measurement” means an assessment of the extent of a student’s knowledge, understanding, or skill that

(A) is based on verifiable data or information that has been recorded or preserved;

(B) can be repeated with the same expected result;

(C) is not dependent on the point of view or interpretation of the person giving the assessment;

(5) “special service provider” means a person holding a certificate under 4 AAC 12.355, 12.360, or 12.400;

(6) “student learning data” means objective, empirical, and valid measurements of a student’s growth in knowledge, understanding, or skill in a subject that occurred during the time the student was taught that subject by a teacher;

(7) “teacher” has the meaning given in 4 AAC 12.900(c)(1), and includes a provider of special education who holds a certificate issued under 4 AAC 12.305. (Eff.

___/___/2013, Register __)

Authority: AS 14.07.020

AS 14.07.060

AS 14.20.149

Northwest Regional Comprehensive Center: Alaska Plan (excerpt)
Education Northwest — September 2012

The five-year plan for each State Education Agency (SEA) includes a common set of activities, such as developing an annual work plan, conducting SEA Leadership Team meetings, and assessing SEA capacity.

The work plans for specific projects are proposed to begin in October 2012 and continue for approximately 12 to 18 months. Timelines align with SEA deadlines in legislation, internal project deadlines, and/or federal requirements. Upon award, SEA work plans will be refined and timelines adjusted to match the current reality of each state, and work begins.

Table A.6. Five-Year Technical Assistance Plan Overview: Activities Common to Each SEA

Activity	Project Year							
	Year 1				2	3	4	5
	Q1	Q2	Q3	Q4				
Kick-off meeting with SEA Leadership Team	○							
Review and refine Year 1 TA plan	◆							
Meetings with the SEA Leadership Team (approximately every 6 weeks)	○	○	○	○	○	○	○	○
Assess SEA capacity (at least twice per project)	◆			◆	◆	◆	◆	◆
Implementation of project work plans	—	—	—	—	—	—	—	—
Develop annual TA plan					◆	◆	◆	◆
— Ongoing work ○ Meeting ◆ Milestone/Benchmark								
Quarters: 1 – Oct, Nov, Dec 2 – Jan, Feb, Mar 3 – Apr, May, June 4 – July, Aug, Sept								

Technical Assistance to Support the Implementation of New State Standards

Table A.7. Work Plan for Alaska Project 1

Project	<i>Technical Assistance To Support the Implementation of New State Standards</i>	
Outcome	Alaska EED will support the implementation of new State Standards in mathematics and English language arts throughout districts and schools statewide.	
Project Description	NWRCC staff will provide technical assistance to support the Alaska EED in statewide implementation of the new Alaska standards in mathematics and English language arts, including the integration of the state cultural standards, and the <i>Alaska Literacy Blueprint</i> .	
Staff Responsible	<u>NWRCC</u> <i>State Coordinator and project staff</i>	<u>SEA</u> <i>Rural Education Director Paul Prussing, Acting Director of Teaching & Learning Karen Melin, Literacy Specialist Margaret MacKinnon, Federal Programs Director Brad Billings, State System of Support</i>
Activity	Dates	
<i>Provide technical assistance to SEA staff as they</i>		
Facilitate monthly project team meetings	Monthly	
Create webinars and other supporting materials to supplement the <i>Culturally Responsive Standards Users' Guide</i>	October 2012–January 2013	
Develop training and other materials for implementation and dissemination of culturally responsive standards	October 2012–December 2013	
Develop a multiyear state-level implementation timeline of key actions needed to support districts in implementation of the new standards	October 201–January 2013	
Provide on-site support for biannual curriculum alignment institutes	October 2012, March 2013	
Disseminate and promote use of the <i>Alaska Literacy Blueprint</i> , including assistance with statewide literacy conferences	October 2012–Sept 2013	
Implement the ESEA waiver application process for Principle 1: College- and Career-Ready Expectations for All Students	Ongoing, as needed.	

Technical Assistance to Support the Development of Administrator/Educator Effectiveness Systems

Table A.8. Work Plan for Alaska Project 2

Project	<i>Development of Educator Effectiveness Systems</i>	
Outcome	Alaska EED will have tools and resources to support the implementation of teacher and administrator evaluation in districts and schools statewide.	
Project Description	NWRCC will assist the Alaska EED to develop a continuum of supports to help LEAs implement the new regulations for evaluating teachers and administrators.	
Staff Responsible	<u>NWRCC</u> <i>State Coordinator and project staff</i>	<u>SEA</u> <i>Paul Prussing, Acting Director of Teaching & Learning Margaret MacKinnon, Federal Programs Director Brad Billings, State System of Support Sondra Meredith</i>
Activity		Dates
<i>Provide technical assistance to SEA staff as they</i>		
Facilitate monthly project team meetings		Monthly
Co-facilitate the Administrator/Teacher Quality Work Group meetings		Quarterly
Revise teacher & principal evaluation regulations based on public comments		November 2012
Develop a communication and dissemination plan for adopted state regulations on teacher and administrator evaluation systems		October 2012–Feb 2013
Convene and train peer reviewers for district evaluation proposals		March–May 2013
Identify valid and reliable methods for measuring effectiveness of the evaluation system in Alaska’s small schools		April–June 2013
Develop tools to support smaller districts and schools		May–September 2013
Implement the ESEA waiver application as it relates to Principle 3		Ongoing

Regional Project 1: Implementation and Monitoring of Large-Scale Initiatives

Table A.18. Work Plan for Regional Project 1

Project	Technical Assistance To Build Capacity for Implementation and Monitoring of Large-Scale Initiatives	
Outcome	Participating Northwest states will apply implementation science research and practices to implement a large-scale initiative with fidelity.	
Project Description	NWRCC staff will collaborate with staff from the National Implementation Research Network (NIRN) to design and deliver highly effective implementation-related technical assistance to Northwest SEAs.	
Staff Responsible	<p>NWRCC Deputy Director and Project staff</p> <p>Partners Dean Fixsen, NIRN Center on Building State Capacity and Productivity</p>	<p>SEA Years 1–3: Montana, Idaho Years 2–4: Alaska, Oregon, Washington</p>
Activity	Dates	
Conduct monthly internal regional center capacity-building sessions, including trainings and collaborative sessions facilitated by NIRN	Monthly	
Identify cohort 1 State Transformation Zone(s), including project focus and SEA team membership	October 2012	
Conduct monthly cohort 1 SEA project team meetings	Monthly	
Assess cohort 1 SEA capacity using the Capacity Inventory	October 2012	
Conduct monthly cohort 1 individual SEA project team TA sessions	Monthly	
Design and deliver cohort 1 semi-annual institute	March–April 2013	
Re-assess cohort 1 SEA capacity using the Capacity Inventory	April 2013	
Design and deliver cohort 1 semi-annual institute	August–September 2013	
Reassess cohort 1 SEA capacity using the Capacity Inventory to inform the next iteration of the work	September 2013	
Identify cohort 2 State Transformation Zones, including project focus and SEA team membership	October 2013	
Assess cohort 2 SEA capacity using the Capacity Inventory	October 2013	
Conduct monthly cohort 2 SEA project meetings and TA sessions	Monthly	
Design and deliver cohort 2 semi-annual institute	March–April 2014	
Reassess cohort 2 SEA capacity using the Capacity Inventory	April 2014	
Design and deliver cohort 1 and 2 semi-annual institute	Sept. 2014, April 2015, Sept. 2015, April 2016	

Regional Project 2: Rural School-to-School Networked Communities

Table A.20 Work Plan for Regional Project 2

Project	<i>Rural School-to-School Networked Communities</i>	
Outcome	Increase the capacity of SEAs to support networked communities within their states that identify and scale up promising practices.	
Project Description	NWRCC will convene cross-state rural school-to-school networks around issues related to meeting the needs of special populations as they implement significant reform efforts. The CoPs will participate in a series of conferences, webinars, and periodic face-to-face meetings to share innovative, research-based, promising strategies. NWRCC staff will help SEAs build a sustainable infrastructure for these networks and provide support to LEAs in disseminating and scaling up effective practices.	
Staff Responsible	NWRCC Danette Parsley, <i>Center Director</i> Project staff SEA TBD	Partners Regional Steering Committee Andy Hargreaves, <i>Boston College</i> Alma Harris, <i>Director: London Centre for Leadership in Learning, Institute of Education</i> Center on Building State Capacity and Productivity TBD Content Centers
Activity	Dates	
Engage project advisors in initial and ongoing project design	October 2012, ongoing	
Identify regional steering committee members (SEA and LEA)	October 2012	
Hold in-person steering committee meeting	November 2012	
Conduct monthly virtual steering committee meetings	Monthly	
Identify SEA and LEA network members	Nov 2012–Feb 2012; ongoing	
Work with states to create infrastructure and prepare for convenings	Nov 2012–March 2013, ongoing	
Create and refine process for identifying innovative and promising practices within network	Dec 2012–Jan 2013, ongoing	
Hold in-person school-to-school network convenings	March 2013, October 2013 April 2014, October 2014	
Hold school-to-school network convenings using distance technology	April 2013 (every 6–8 weeks after)	
Assist states in identifying innovative and promising practices	March 2013, ongoing	
Assist SEAs in disseminating promising and innovative practices to schools and districts throughout region	April 2013, ongoing	

Alaska State Board of Education & Early Development
December 6 & 7, 2012
Anchorage School District
5530 E. Northern Lights Blvd.
Anchorage, AK

Unapproved Agenda

***Mission Statement:** To ensure quality standards-based instruction to improve academic achievement for all students.*

Thursday, December 6, 2012

- 8:00 AM Call to OrderJim Merriner, Chair
- Oath of Office, Major Michael Wrey..... Jim Merriner, Chair
- Roll Call..... Jim Merriner, Chair
- Pledge of AllegianceJim Merriner, Chair
- Approval of Agenda for December 6, 2012.....Jim Merriner, Chair
- Disclosures of potential conflicts of interestJim Merriner, Chair

- 8:15 AM Public CommentJim Merriner, Chair
- Public comment is open on agenda and non-agenda items. Comment at this oral hearing is limited to three minutes per person and five minutes per group. The following Legislative Information Offices (LIO’s) will participate: Anchorage, Barrow, Bethel, Fairbanks, Juneau, Kenai, Ketchikan, Kodiak, Kotzebue, Mat-Su, Nome, and Sitka. For more information about LIO’s, call 465-4648. In the event that there are more than three hours of public comment the board may move to amend the agenda to extend the oral hearing to accommodate those present before 7:55 a.m. who did not have an opportunity to comment. The board also reserves the right to adjourn at a later time.

Work Session

- 9:15 AM 1. Lower Yukon School District Report.....Commissioner Hanley
.....Alex Russin, Assistant Superintendent
- 9:45 AM 2. Yukon Koyukuk School District Report.....Commissioner Hanley
.....Kerry Boyd, superintendent
- 10:15 AM Break
- 10:30 AM 3. FacilitiesCommissioner Hanley
- 3A. State Libraries, Archives & Museum (SLAM)
.....Linda Thibodeau, Director
.....Kim Mahoney, DOT Project Engineer
..... Brian Meissner, ECI/Hyer Architects
- 3B. Mt. Edgecumbe High School Pool.....Randy Hawk, Director
..... Kim Mahoney, DOT Project Engineer
..... Brian Meissner, ECI/Hyer Architects
- .
- 11:20 AM 4. Mt. Edgecumbe High School Strategic Plan.....Commissioner Hanley
.....Randy Hawk, Director
- 12:00 AM LUNCH
- 12:45 PM 5. Alaska Association of Student Governments Priorities....Commissioner Hanley
.....Madison Manning, Student Advisor
- 1:05 PM 6. Rural High School Report.....Commissioner Hanley
.....Jerry Covey, JSC Consulting

- 1:35 PM 7. Preparing Alaskan Youth for What’s Next.....Commissioner Hanley
.....Diane Maples, Ph.D., University of Alaska
.....Cathy LeCompte, Associate Dean, UAA Community & Technical College
- 2:05 PM BREAK
- 2:20 PM 8. Fetal Alcohol Spectrum Disorder.....Commissioner Hanley
.....Monica Charles Leinberger, FASD/Behavior Specialist, Lower
Kuskokwim School District
.....Deb Evensen, FASD Consultant, Anchorage School District
.....Teri Tibbett, Advocacy Coordinator for AK Mental Health Board and
Advisory Board on Alcoholism and Drug Abuse, and Coordinator of AK FASD
Partnership.
- 2:50 PM 9. Report to the Legislature.....Commissioner Hanley
.....Eric Fry, Information Officer, and Marcy Herman, Special Assistant
- 3:10 PM BREAK
- 3:25 PM 10. Executive Session, Student Advisor Selection.....Jim Merriner, Chair
- 4:45 PM RECESS

State Board of Education & Early Development
December 6 & 7, 2012
Anchorage School District
5530 E. Northern Lights Blvd.
Anchorage, AK

Unapproved Agenda

Mission Statement: To ensure quality standards-based instruction to improve academic achievement for all students.

Friday, December 7, 2012

8:30 AM Call to Order and Roll Call.....Jim Merriner, Chair
Approval of Agenda for December 7, 2012.....Jim Merriner, Chair
Disclosures of potential conflicts of interestJim Merriner, Chair

WORK SESSION CONTINUED

8:35 AM 11. ESEA Waiver Update.....Commissioner Hanley

8:50 AM 12. Student Teacher Report.....Commissioner Hanley
.....Sondra Meredith, Teacher Certification Administrator

9:10 AM 13. Regulations

13A. Opening a Period of Public Comment.....Commissioner Hanley

13A. School Accreditation.....Paul Prussing, TLS Acting Director

13B. Regulations to Adopt.....Commissioner Hanley

13B.1 Statewide CorrespondenceLes Morse, Deputy Commissioner
13B.2 APS Middle School.....Les Morse, Deputy Commissioner

13B.3 Professional Employee Evaluations
.....Sondra Meredith, Teacher Certification Administrator

10:10 AM BREAK

BUSINESS MEETING

10:25 AM 14. Regulations

14A. Opening a Period of Public Comment.....Commissioner Hanley

14A. School Accreditation.....Paul Prussing, Acting Director

14B. Regulations to Adopt.....Commissioner Hanley

14B.1 Statewide CorrespondenceLes Morse, Deputy Commissioner

14B.2 APS Middle School.....Les Morse, Deputy Commissioner

14B.3 Professional Employee Evaluation

.....Sondra Meredith, Teacher Certification Administrator

Standing Reports

10:40 AM 15. Teaching & Learning Support ReportPaul Prussing, Acting Director

11:10 AM 16. Assessment, Accountability & Information Management Report
.....Erik McCormick, Director

11:35 AM 17. Rural Education Report.....Chris Simon, Director

12:00 AM Special Entertainment – West High School Choir

.....Frank Hauser, Music Supervisor

12:20 LUNCH

1:00 PM 18. Legislative Report.....Marcy Herman, Legislative Liaison

1:15 PM 19. Mt. Edgecumbe High School Report.....Randy Hawk, Superintendent

1:30 PM 20. Attorney General's Report Neil Slotnick, Assistant Attorney General

1:45 PM 21. Libraries, Archives & Museums Report.....Linda Thibodeau, Director

2:05 PM 22. Commissioner's ReportCommissioner Hanley

2:25 PM 23. Consent Agenda.....Jim Merriner, Chair

23A. Approve Minutes of September 13 & 14, 2012, meeting

23B. Approve Minutes of October 29, 2012, meeting

23C. Approve Appointments to the Museum Collections Advisory
Committee

23D. Approve Mt. Edgecumbe High School Strategic Plan

23E. Approve annual report to the legislature

2:35 PM Board Comments

2:50 PM Adjourn

**To: Members of the State Board of
Education & Early Development**

November 16, 2012

From: Michael Hanley, Commissioner

Agenda Item: 13B.3

◆ **ISSUE**

The board is being asked to adopt regulations that address teacher and principal evaluation.

◆ **BACKGROUND**

- As a requirement of receiving State Fiscal Stabilization Funding (SFSF), states were required to review their teacher and administrator evaluation systems and be able to report on how teachers and administrators perform on evaluations.
- At its March meeting, the board heard a report from the Teacher Quality Working Group regarding the work being done on revisions to the teacher and administrator evaluation in Alaska.
- At its June meeting, the board opened a period of extended public comment on regulations addressing teacher and principal evaluation.
- At its October meeting, the board re-noticed the draft regulations on teacher and administrator evaluation, which included changes recommended by staff.
- The proposed Elementary and Secondary Education Act (ESEA) waiver requires states to develop, adopt, and implement a teacher and principal evaluation and support system that use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students.
- Behind this cover are: 1) the proposed amended regulation; 2) public comment received as a result of the first notice; 3) an itemized list of changes to the proposed regulations re-noticed at the board's October meeting; 4) an updated list of the members of the Teacher Quality Working Group; 5) the assurances agreed to by the state when accepting the State Fiscal Stabilization Fund; 6) the requirements and assurances agreed to with the application for the ESEA Flexibility Request; and 7) a table breaking down the Type C Special Service Providers in Alaska school districts during the 2011-2012 school year.
- The period of public comment for the re-notice extended to November 30, 2012, beyond the date the packet. Public comment received as a result of re-notice between October 29, 2012, and November 16, 2012, is bound separately and accompanies this packet. Public comment received after November 16, 2012, will be distributed at the meeting.
- A matrix of the public comment received after the re-notice through November 16, 2012, is the final document behind this Cover Memo.
- Sondra Meredith, Teacher Certification Administrator, will be present to brief the board.

◆ **OPTIONS**

This is an information item. Action will be taken during the business meeting under Agenda Item 14B.3.

4 AAC 04.200(f) is repealed and readopted to read:

(f) The following cultural standards for educators apply to a teacher, including a teacher who is an administrator or a special service provider:

(1) a culturally-responsive educator incorporates local ways of knowing and teaching in the educator’s work;

(2) a culturally-responsive educator uses the local environment and community resources on a regular basis to link what the educator is teaching to the everyday lives of the students;

(3) a culturally-responsive educator participates in community events and activities in an appropriate and supportive way;

(4) a culturally-responsive educator works closely with parents to achieve a high level of complementary educational expectations between home and school;

(5) a culturally-responsive educator recognizes the full educational potential of each student and provides the challenges necessary for them to achieve that potential. (Eff. 12/17/94, Register 132; am 4/20/97, Register 142; am 3/15/2007, Register 181; am 9/12/2008, Register 187; am 2/4/2011, Register 197; am __/__/2013, Register __)

Authority: AS 14.03.015 AS 14.07.060 AS 14.20.020

AS 14.07.020 AS 14.20.010

4 AAC 04.205(a) repealed:

(a) **Repealed.**

4 AAC 04.205(c) is repealed:

(c) **Repealed.**

(Eff. 4/20/97, Register 142; am __/__/2013, Register __)

Authority: AS 14.03.015 AS 14.07.060 AS 14.20.020
AS 14.07.020 AS 14.20.010

4 AAC 19.010 is repealed and readopted to read:

4 AAC 19.010. Purpose and scope of evaluations. (a) A district's evaluation of a teacher, administrator, or special service provider shall provide information and analysis that

- (1) helps the teacher, administrator, or special service provider grow professionally;
- (2) is intended to improve the effectiveness of instruction at the school; and
- (3) relates to the future employment of the teacher, administrator, or special service provider.

(b) For each of the content standards adopted in 4 AAC 04.200(b)(2) – (8), a district shall evaluate whether a teacher is exemplary, proficient, basic, or unsatisfactory on the standard. In evaluating the teacher, the district shall consider the cultural standards adopted in 4 AAC 04.200(f). A district may evaluate a teacher on additional standards that have been adopted by the district.

(c) For each of the content standards adopted in 4 AAC 04.200(c)(1) – (10), a district shall evaluate whether an administrator is exemplary, proficient, basic, or unsatisfactory on the standard. In evaluating the administrator, the district shall consider the cultural standards adopted in 4 AAC 04.200(f). A district may evaluate an administrator on additional standards that have been adopted by the district.

(d) A district shall evaluate whether the performance of a special service provider is exemplary, proficient, basic, or unsatisfactory on the performance standards for the special service adopted by the district under 4 AAC 04.205(d). In evaluating the special service provider, the district shall consider the cultural standards adopted in 4 AAC 04.200(f).

(e) In addition to the evaluation on the individual standards described in (b), (c), or (d) of this section, a district shall evaluate

(1) whether a teacher's, administrator's, or special service provider's overall performance is exemplary, proficient, basic, or unsatisfactory; and

(2) no later than school year 2015-16, whether a teacher's or administrator's performance on the district's standards for student learning data is exemplary, proficient, basic, or unsatisfactory.

(f) A district shall not give a teacher, administrator, or special service provider an overall performance rating of proficient or higher if the teacher, administrator, or special service provider has been evaluated to be performing at a level of basic or lower on one or more of the content standards or other criteria for which evaluation is required under this section.

(g) A teacher, administrator, or special service provider who receives a performance evaluation rating of unsatisfactory on one or more of the content standards or other criteria for which evaluation is required under this section has not met the district performance standards for purposes of AS 14.20.149(b)(6), 14.20.149(e), or 14.20.149(f).

(h) Unless the district is nonretaining the teacher, administrator, or special service provider, if a district gives a special service provider, administrator, or teacher who holds a professional teacher certificate under 4 AAC 12.305(b), or a master teacher certificate under 4 AAC 12.305(c), a performance evaluation rating of basic on one or more of the content standards

or other criteria for which evaluation is required under this section, the district shall place the teacher, administrator, or special service provider on a plan of professional growth. If, at the conclusion of a plan of professional growth, a teacher's, administrator's, or special service provider's performance on the standard or criterion in question is not proficient or exemplary, the district may place the teacher, administrator, or special service provider on a plan of improvement under AS 14.20.149(e).

(i) Unless the district is nonretaining the teacher, if a district gives a teacher who holds an initial teacher certificate under 4 AAC 12.305(a) a performance evaluation rating of basic on one or more of the content standards or other criteria for which evaluation is required under this section, the district

(1) shall provide support and assistance, as determined by the district, for improvement on that standard or criterion;

(2) may place the teacher on a plan of professional growth as provided in (h) of this section.

(j) As used in this section, a "plan of professional growth" is a plan developed by the evaluating administrator, in consultation with the teacher, administrator, or special service provider to whom the plan applies, to provide the structure, assistance, and guidance for the teacher, administrator, or special service provider to improve in all criteria in which the teacher, administrator, or special service provider is performing at a basic level. The plan must include

(1) clear and specific performance expectations;

(2) a description of ways that the teacher's or administrator's performance can be improved;

(3) a duration of not less than 45 work days and not more than 90 work days unless the minimum time is shortened by agreement between the evaluating administrator and the teacher or administrator. (Eff. 8/30/75, Register 55; am __/__/2013, Register __)

Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149

4 AAC 19.020 is repealed:

4 AAC 19.020. Scope of Evaluation. Repealed. (Eff. 8/30/75, Register 55; repealed __/__/2013, Register __)

Authority: AS 14.07.020 AS 14.07.060

4 AAC 19.030 is repealed and readopted to read:

4 AAC 19.030. Evaluation procedures. (a) In evaluating a teacher, administrator, or special service provider, a district shall

(1) base the evaluation of a teacher, administrator, or special service provider on observation of the teacher, administrator, or special service provider in the workplace by the evaluator;

(2) consider information on the performance of the teacher, administrator, or special service provider provided by students, parents, community members, teachers, and administrators under AS 14.20.149(b)(7);

(3) indicate what information the district used to evaluate the teacher, administrator, or special service provider and the source of the information;

(4) notify students, parents, community members, teachers, and administrators that students, parents, community members, teachers, and administrators have the opportunity to

provide information on the performance of the teacher, administrator, or special service provider being evaluated, and provide a form or electronic means for providing the information;

(5) provide the teacher, administrator, or special service provider being evaluated with a copy of the draft evaluation at least 24 hours before the evaluation becomes final;

(6) inform the teacher, administrator, or special service provider being evaluated that

(A) the teacher, administrator, or special service provider has the right to review a draft evaluation and comment in writing before the evaluation becomes final; and

(B) a failure to submit comments before the deadline waives the right to comment on the evaluation;

(7) not retaliate against a teacher, administrator, or special service provider for commenting on the evaluation; and

(8) ensure that the evaluator and the teacher, administrator, or special service provider being evaluated sign the evaluation.

(b) In evaluating a teacher, administrator, or special service provider, a district may

(1) consider information in addition to the information described in (a) of this section that is relevant to the performance of the teacher, administrator, or special service provider on the performance standard under evaluation;

(2) survey students, parents, community members, teachers, or administrators regarding the performance of a teacher, administrator, or special service provider;

(3) use a nationally-recognized teacher, administrator, or special service provider evaluation framework approved by the department that aligns with the standards adopted in 4 AAC 04.200.

(c) An evaluation of a teacher, administrator, or special service provider under this section must be approved by a person who possesses an administrative certificate issued under 4 AAC 12.345. (Eff. 8/30/75, Register 55; am 1/12/83, Register 85; am 9/29/2005, Register 175; am __/__/2013, Register __)

Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149

4 AAC 19.040 is repealed and readopted to read:

4 AAC 19.040. Confidentiality of the evaluation. A school district shall adopt procedures that

- (1) protect the confidentiality of the evaluation documents; and
- (2) allow supervisory personnel appropriate access to the evaluation documents.

(Eff. 8/30/75, Register 55; am __/__/2013, Register __)

Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149

4 AAC 19.050 is repealed and readopted to read:

4 AAC 19.050. Reporting of evaluation results and local incorporation of student learning data. (a) No later than July 1, 2015, a school district shall adopt standards and evaluation procedures that incorporate student learning data into the evaluation process. In adopting a process to incorporate student learning data, a district shall confer with educators who teach a subject matter and grade level, or with groups of educators whose subject matters and

grade levels are related, to identify appropriate student learning data for evaluating teachers in the subject matter and grade level.

(b) Beginning July 1, 2016, a district shall report to the department each year by July 10 of each school year the number and percentage of teacher, administrator, or special service provider in the district at each of the performance levels described in 4 AAC 19.010(e) at the end of the preceding school year.

(c) Beginning July 1, 2017, the evaluation procedures adopted in (a) of this section shall provide that student learning data will account for at least 20 percent of a teacher's or administrator's overall performance rating. (Eff. 8/30/75, Register 55; am ___/___/2013, Register ___)

Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149

4 AAC 19.060 is repealed and readopted to read:

4 AAC 19.060. Evaluation training. A district's evaluation training must include training that provides for an assurance of inter-rater reliability. (Eff. 8/30/75, Register 55; am ___/___/2013, Register ___)

Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149

4 AAC 19 is amended by adding a new section to read:

4 AAC 19.099. Definitions. As used in 4 AAC 19.010 -19.099, unless the context indicates a different meaning,

(1) "administrator" has the meaning given in 4 AAC 12.900(c)(2)(A);

(2) “measurement” means an assessment of student knowledge, understanding, or skill, and may include an assessment that is not a standardized test;

(3) “measurement of growth” means a comparison of a measurement of a student’s knowledge, understanding, or skill in a subject before being taught by the teacher with a comparable measurement made after the student has been taught the subject by the teacher;

(4) “objective, empirical, and valid measurement” means an assessment of the extent of a student’s knowledge, understanding, or skill that

(A) is based on verifiable data or information that has been recorded or preserved;

(B) can be repeated with the same expected result;

(C) is not dependent on the point of view or interpretation of the person giving the assessment;

(5) “special service provider” means a person holding a certificate under 4 AAC 12.355, 12.360, or 12.400;

(6) “student learning data” means objective, empirical, and valid measurements of a student’s growth in knowledge, understanding, or skill in a subject that occurred during the time the student was taught that subject by a teacher;

(7) “teacher” has the meaning given in 4 AAC 12.900(c)(1), and includes a provider of special education who holds a certificate issued under 4 AAC 12.305. (Eff.

___/___/2013, Register __)

Authority: AS 14.07.020

AS 14.07.060

AS 14.20.149

PUBLIC COMMENT
Initial Notice

Knuth, Dorothy K (EED)

From: dorothy.knuth@alaska.gov
Sent: Tuesday, October 23, 2012 3:34 PM
To: Knuth, Dorothy K (EED)
Subject: Comments on Regs

Name: Gerald Langton
E-Mail: klangton@yupiit.org
Telephone: 907 825-2600

I am commenting on: 4 AAC 04.200(f)(1) 4 AAC 19.010(g) 4 AAC 19.010(h) My Comments: 4 AAC 04.200(f)(1) Changes in the teacher evaluation regulations mandate the use of, "exemplary, proficient, basic or unsatisfactory" to describe levels of performance. The lowest level, unsatisfactory, is a legitimate designation for an experienced, tenured teacher, who has had years to move toward proficiency. To use this term with a first year teacher, new to Alaska and new to the profession, would be counter-productive in many situations. We work with these new folks, supporting them and nurturing them as they first arrive in rural, remote villages, working with children of a culture foreign to them. To give them a designation such as unsatisfactory, when the reality is they are just beginning to come to grips with the demands of their new profession, is harsh and unrealistic.

Recommendation: Use "exemplary, proficient, developing and emerging" for non-tenured staff, and "exemplary, proficient, basic or unsatisfactory" for tenured staff.

4 AAC 19.010(g)

Changes in regulations will prohibit districts from giving overall rating of "proficient" or higher if employee has been evaluated as performing at "basic" or lower on one or more of the content standards or other mandated evaluation criteria. This level of micromanagement indicates a lack of trust in those the state has granted Type B certificates and has authorized them to supervise and evaluate staff.

What if an individual earns one basic, say in the first current performance standard: "A teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice", and yet earns a proficient or exemplary score in #4: "A teacher knows the teacher's content area and how to teach it" or #6: "A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members?" Not proficient overall? We could imagine numerous scenarios that depict the problem of trying to come up with a cut and dried, black and white regulation such as this that tries to govern all situations as if all performance standards were created equal. If we are certificating professionals with the task of evaluating staff, let's not hamstring them with regulations that can end up with inaccurate and unfair results.

4 AAC 19.010(h)

Changes in regulations require districts to place teachers or administrators on a plan of improvement if employee has been evaluated as "unsatisfactory" on one or more content standards or other mandated evaluation criteria, unless the district is non-retaining the employee. I refer again to the above section, 4 AAC 04.200(f)(1), in discussing this regulation. If this regulation is passed, first year, non-tenured teachers are going to be placed on plans of improvement in record numbers simply for being new and inexperienced. (Or, to avoid placing new teachers on a Plan of Improvement, Principals will be tempted to give basic scores in lieu of deserved unsatisfactory scores.)

Again, use a term such as emerging, rather than unsatisfactory, for non-tenured teachers, and allow them opportunities to grow before such a drastic step as a Plan of Improvement is set in place. These plans need to be a step that is seen as serious, that may indicate non-retention. If new teachers are placed on them unnecessarily, Plans of Improvement will lose their significance, while making them feel demeaned and unappreciated.

The motive behind this new regulation is obvious. Teachers need to be held accountable, and placed on plans to support them and help them improve, or if improvement does not occur, to leave the profession. However, we do not want promising young teachers to leave the profession prematurely, due to being placed on a formal Plan of Improvement prematurely, simply because they are just starting out in their career, and their skills are still emerging.

4 AAC 19.010(h)

Regulation changes would require districts to place teachers or administrators on a “plan of professional growth” if an employee has been evaluated as “basic” on one or more content standards or other mandated evaluation criteria, unless the district is non-retaining the employee. If a teacher’s or administrator’s performance is not “proficient or exemplary” at conclusion of a plan of professional growth, the teacher may be placed on a plan of development.

Merriam-Webster defines proficient as “well advanced in an art, occupation, or branch of knowledge,” and lists these synonyms: “accomplished, ace, adept, complete, consummate, crackerjack, educated, experienced, expert, great, master, masterful, masterly, practiced, professed, skilled, skillful, versed, veteran, virtuoso.” It would appear that being anything short of the above (“basic”) in just one standard is grounds for the creation of and placement on a formal “plan of professional growth.” Again, no differentiation is made between tenured and non-tenured staff.

If adding another “plan” (and differentiating between a “Plan of Improvement”) is something that research indicates can bring improvement to instruction, let’s be sure that it is applied in an appropriate manner.

Summary

In a recently DEED sponsored training, participants were told of research done by Glickman, indicating that when supervisors are operating in a clinical supervisory mode, in which category these regulations apply, only 25% of staff took the suggestions of the supervisor, 18% did the opposite, and 57% did nothing. Perhaps the answer to improved instruction lies not in making our current model more punitive, but in changing the model.

Knuth, Dorothy K (EED)

From: dorothy.knuth@alaska.gov
Sent: Tuesday, October 23, 2012 1:59 PM
To: Knuth, Dorothy K (EED)
Subject: Comments on Regs

Name: LaDawn Druce
E-Mail: ldruce@kpbsd.k12.ak.us
Telephone: 907 398-4692

I am commenting on: 4 AAC 04, Professional content and performance standards, and 4 AAC 19, Evaluation of Professional Employees.

My Comments: Comments on proposed regulation changes to 4 AAC 04.200(f) , 4 AAC 19.010 Purpose and Scope of Evaluations, 4 AAC 19.030 Evaluation Procedures, 4 AAC 19.040, 4 AAC 19.050 Reporting of Evaluation Results and Local Incorporation of Student Learning Data, and 4 AAC 19.099 Definitions.

These comments are a result of a task force working group from the Kenai Peninsula Education Association.

Members of the task force were LaDawn Druce KPEA President and NEA-AK Vice President, Sean Campbell, BP Teacher of the year Kenai 2012 and Language Arts teacher at Homer High School, Mark Fraad, Region III Board of Directors for NEA-AK and PE teacher at Seward Elementary School, Troy Minogue, Nationally Board Certified and a member of the Effective Instruction Committee math teacher at Soldotna High School, Emily Nicholson, KPEA Executive Board and special services teacher at Soldotna Elementary, and Daniel Olson, member of the KPBSD Effective Instruction Committee and social studies teacher at Homer Middle School.

In 2011 the Kenai Peninsula Borough School District was granted permission by the State Department of Education to implement a new evaluation system of certificated employees based on the work of Charlotte Danielson. This system was developed in a collaborative manner with the Kenai Peninsula Education Association. The stated goal of the KPBSD Evaluation process is the promotion of self-reflection and continuous growth to ensure that every child in the Kenai Peninsula Borough School District receives a world-class, quality education at the hands of our skillful and dedicated professionals.

The members of the task force specifically looked at the proposed regulations and how if implemented would impact our current practice in the KPBSD. Of the entire Danielson Model in Enhancing Professional Practice, A Framework for Teaching the KPBSD is currently using within the Four Domains, 10 components and 39 elements for the regular education teacher standard evaluation. A comparison of the proposed regulations in 4 AAC 04.200(f) (1-5) with our current model shows how these cultural standards are already being addressed:

(1) A culturally-responsive educator incorporates local ways of knowing and teaching in the educator's work:

Domain 1 - Component 1d, 1e, 1f

Domain 2 - Component 2d, 2c, 2d

Domain 3 - Component 3b, 3c, 3d

(2) a culturally-responsive educator uses the local environment and community resources on a regular basis to link what the educator is teaching to the everyday lives of the students Domain 1 – Component 1d, 1e, 1f Domain 2 – Component 2d Domain 3 – Component 3b, 3c

(3) a culturally-responsive educator participates in community events and activities in an appropriate and supportive way:

Domain 1 – Component 1d, 1e,

Domain 2 – Component 2c, 2d

Domain 3 – Component 3b, 3c, 3d

(4) a culturally-responsive educator works closely with parents to achieve a high level of complementary educational expectations between home and school; Domain 1 – Component 1d, 1e Domain 2 – Component 2c, 2d Domain 3 – Component 3b, 3c, 3d

(5) a culturally-responsive educator recognizes the full educational potential of each student and provides the challenges necessary for them to achieve that potential.

Domain 1 – Component 1d, 1e

Domain 2 – Component 2d

Domain 3 – Component 3b,3c

It is the feeling of this task force the cultural standards of the new proposed evaluation regulation are already incorporated within the Kenai Peninsula Borough School District formal observation document. The KPBSD observation tool is comprehensive yet allows for flexibility. We also have concerns that this proposed regulation does not take into consideration all possible cultures within an Alaskan community. For example on the Kenai Peninsula we have several Native Alaskan schools and several Russian Old Believer schools, in addition to a variety of cultures represented in many other of our 43 schools.

We appreciate the suggestion of the department in recognizing the examples that were previously being proposed which illustrated these 5 standards were in many cases unrealistic. We agree that cultural knowledge and sensitivity is vital to working within a community. The current Chapter 4 AAC04.205 (a-d) allows for this local control and flexibility and should be maintained in their current form.

Under 4 AAC 19.010 Purpose and scope of evaluations (a) A district's evaluation of a teacher or administrator shall provide information and analysis that (1) helps the teacher or administrator grow professionally. Our KPEBD evaluation is focused on a growth model. In our standard model there are two tracks: Non-tenured evaluation plan which includes, new to the profession teachers, non-tenured teachers and teachers which may have had a significant change in assignment. The purpose of this track is to support the inductee in learning and achieving the performance standards of the profession and the District. The tenured track's purpose is 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 standard for professional practice. Under this track there is also an opportunity for a teacher to engage in a Teacher Enrichment Pathway project.

Under 4 AAC 19.010 (c) states "For each of the content standard adopted in 4 AAC.200(b)(1)-(8), a district shall evaluate whether a teacher or administrator is exemplary, proficient, basic, or unsatisfactory on the standard." Our model also uses similar language in the four categories of unsatisfactory, basic, proficient, and distinguished. Danielson asserts, "teachers should expect to need at least five years to exhibit proficient performance in all areas, and longer to develop the skills described at the highest level." She also recognizes that performance at the Basic level is characteristic of teachers new to the profession. Conversely, teachers performing at the Distinguished level are master teachers. However, Distinguished-level performance is a good place to visit, but do not expect to live there.

The proposed regulations seek to repeal 4 AAC 04.205 (c) which recognize a variety or continuum levels of skill acquisition and require more experienced teachers to perform at a higher level than those with less experience. If adopted the performance rating scale encourages a narrowing of the performance rating of Proficient, thereby potentially nullifying the value of the entire evaluation process.

The proposed language in 4 AAC 19.010 (f) A district shall not give a teacher, administrator, or special service provider an overall performance rating of proficient or higher if the teacher, administrator, or special service provider has been evaluated to be performing at a level of basic or lower on one or more of the content standards or other criteria for which evaluation is required in this section. This regulation if adopted would impact our model and practice by creating a regressive, punitive environment rather than an environment of progression and growth. Again, this proposed regulation does not address the concerns mentioned regarding new to the profession teachers. If adopted to fit our model it could be interpreted to mean basic or lower on one or more of our components. One "basic" in a component or standard means a teacher or administrator cannot be deemed as "proficient." If the criteria were changed to "unsatisfactory" rather than "basic" the language would be more acceptable.

4 AAC 19.050 Reporting of evaluation results and local incorporation of student learning data (c) Beginning July 1, 2017, the evaluation procedures adopted in (a) of this section shall provide that student learning data will account for at least 20 percent of a teacher's or administrator's overall performance rating. Student learning data is embedded in the Kenai Effective Instruction Model in the following Domains, Components, and Elements:

Domain 1, component E, elements: learning activities, instructional material and resources, and lesson and unit structure
Domain 1, component F, elements: congruence with instructional outcomes, criteria and standards, and use for planning
Domain 3, component B, elements: quality of questions, discussion techniques
Domain 3, component C,

elements: activities and assignments, instructional materials and resources and structure and pacing. Danielson states this is the most important component in the evaluation model.

Domain 3, component D, elements: monitoring of student learning, feedback to students, student self-assessment and monitoring of progress. These are the current domains, components, and elements used in evaluation with additional domains, components, and elements to be phased in over time.

While student learning data was not directly evident in what is being currently evaluated in Domains 2 and 4, these domains, components and many of the elements are clearly necessary to promote and ensure student learning. For example in Domain 2, Component C elements: management of instructional groups, management of transitions, management of materials and supplies. As well as Domain 2, Component D elements: expectations, monitoring of student behavior, and response to misbehavior. Domain 4, Component D, elements: involvement in a culture of professional inquiry, relationships with colleagues. Component F, elements: service to students, advocacy, decision making.

Teachers are regularly giving formative assessments and progress monitoring their students' learning. Establishing any percentage to include student performance as criteria for evaluation is problematic.

We also have concerns there is no fiscal note associated with the newly proposed regulations. The Kenai Peninsula Borough School District has spent thousands of dollars in trainings, materials, and costs associated with implementing our new model.

The Kenai Peninsula Borough School District in cooperation with the Kenai Peninsula Education Association has spent the past three years developing our Effective Instruction Model for certified educators. We continue to meet as a committee and make adjustments and refinements of the process to ensure its validity and reliability. If adopted, many of the proposed regulations would in effect make our model more regressive.

Thank you for your consideration of our comments.

Knuth, Dorothy K (EED)

From: dorothy.knuth@alaska.gov
Sent: Monday, October 22, 2012 4:48 PM
To: Knuth, Dorothy K (EED)
Subject: Comments on Regs

Name: Erika Drain
E-Mail: erikad@mehs.us
Telephone: 907 738-2184

I am commenting on: 4AAC 19.099. Definitions

My Comments: I believe we are in the process of trying to find a simple fix for teacher evaluations. It is explicitly wrong to narrow down teacher evaluations to a simple test at the beginning and end of the year. This is neither promoting good teaching nor allowing implementation of good teaching.

I am concerned that "over-reliance on test scores (will deter) good teachers from working in areas of high poverty where student test scores remain stubbornly low." (Gretchen Krebs For the Deseret News)

"Research shows that student achievement is influenced by much more than an individual teacher, but value-added evaluations fail to take other factors into account, said Stanford University professor Linda Darling-Hammond during a 2011 briefing to Capitol Hill policymakers. According to her, those factors can include home-life challenges, student aptitude, health and attendance, peer culture and prior teachers and schooling." (Gretchen Krebs For the Deseret News)

In addition, allocation of all tested learning to a specific teacher is problematic at best. How much does the reading teacher, subject specialist, team approach, prior professionals, pull out aides, etc. contribute to a student's learning?" (Roger Tilles, a member of the New York State Board of Regents)

"By emphasizing testing of core subjects in this fashion, we have seen our young people (and by now even older recent graduates) know very little about how our government works and have not even a rudimentary knowledge of how to be a good citizen. We are snuffing out the creative thinking that the arts bring to us by eliminating arts ed in so many schools and replacing the arts with skill and drill test preparation." (Roger Tilles, a member of the New York State Board of Regents)

"We are downplaying foreign languages at a time when we live in a global village and risk excluding our country from the global economy." (Roger Tilles, a member of the New York State Board of Regents)

In the past testing was a tool utilized by educators to check for student learning. Teachers assessed using various methods, both formative and summative to guide their teaching. Using the stipulations set forth in this section the only possible type of assessment will be multiple choice; which will show neither what the student has learned nor how well the teacher has taught.

Knuth, Dorothy K (EED)

From: dorothea.knuth@alaska.gov
Sent: Monday, October 22, 2012 2:35 PM
To: Knuth, Dorothy K (EED)
Subject: Comments on Regs

Name: Bernie Gurule
E-Mail: bernieg@mehs.us
Telephone: 907 966-3202

I am commenting on: 4 AAC 19.010

My Comments: I want highly competent teachers by practice and daily demonstration for every subject in every category and in every standard. My opposition to this specific proposal is that requiring a plan of improvement for "basic" performance marks will only serve to lower the standards administrators quantify as proficient. A plan of improvement for unsatisfactory is the right procedure. One must be realistic, as the amount of time, effort, deliberation and dedication to cooperatively develop a viable plan of improvement is monumental. If we continue to create plans of improvement for unsatisfactory performance we can dedicate the time required. In the event we are legislated to develop a plan of improvement for basic performance we will be taking away from that time. As a result, one will find that basic performance are all of a sudden proficient. The "basic" mark I like as a "wake up" call & documented one step away from plan of improvement. Any school administrator and teacher will verify this assessment. As a matter of fact, it gives us another step or jump start opportunity.

My experiences in developing plans of improvement are extensive. They are the most difficult & time consuming tasks challenging building principals today. I want to do them right and requiring a P.O.I. for basic marks will water down the power of process/procedure.

Please take the talk directly with school administrators responsible for evaluations. If they have experienced the burden of creating a truly cooperative teacher improvement plan they will assure you my statements are accurate.

Thank you for your time.

Knuth, Dorothy K (EED)

From: dorothy.knuth@alaska.gov
Sent: Monday, October 22, 2012 1:58 PM
To: Knuth, Dorothy K (EED)
Subject: Comments on Regs

Name: Bernie Gurule

E-Mail: bernieg@mehs.us

Telephone: 907 966-3202

I am commenting on: 4 AAC 19.099

My Comments: Although I have no issue of accountability of student performance, as the only qualified teacher evaluator in my building, my concerns are time related. The time required for each and every full scale evaluation is enormous already. It is difficult to imagine where I will create more time in the process & procedures.

My fear will be that this new proposal will have the opposite effect than is intended. I spend much time in the classrooms to observe and often times participate in order to get a true and genuine reflection of a teacher's skills and abilities. I take pride in my documentation and record of teacher and classroom observations. This new regulation will force me behind my desk pursuing data when I should be working directly with teachers.

I realize every teacher is responsible for reading, writing, mathematics and science skills, but the playing field is not level. This specific aspect must be revisited before an unfair element is included.

Knuth, Dorothy K (EED)

From: dorothe.knuth@alaska.gov
Sent: Thursday, October 18, 2012 3:53 PM
To: Knuth, Dorothy K (EED)
Subject: Comments on Regs

Name: Kesslyn Tench

E-Mail: Kesslyn@tench.com

Telephone: 907 683-4019

I am commenting on: 4AAC19.010

My Comments: Standardized test scores are not a good measure of a teacher or administrator's performance or effectiveness. I work in Special education and I proctor tests for students who are tested at their numerical grade level when their effective reading, writing and/or math levels are 4 grades below their peers. Each year they advance to a new grade level test. So even if they are advancing individually they will always test as FBP. It is not a fair assessment of the teacher, student or administrator. In fact it is demoralizing to the student to take a test that is so far beyond their understanding.

Knuth, Dorothy K (EED)

From: dorothe.knuth@alaska.gov
Sent: Monday, October 08, 2012 2:26 PM
To: Knuth, Dorothy K (EED)
Subject: Comments on Regs

Name: Michael Day
E-Mail: day_michael@asdk12.org
Telephone: 907 349-9444
I am commenting on: 4AAC 19.050

My Comments: Evaluations of all educators are very important, from the Superintendent down to the classroom teacher. I strongly believe that changes need to be made in the way evaluations are conducted, however these changes need to reflect upon the skills of the teachers. To say that Principals and Teachers will be rated according to the advancement of students is somewhat flawed. It is true that a school or a classrooms success rate is based upon the skills and ability of that particular principal or the teacher. The problem arises when you have a school that is situated in a lower income area, where the poverty and unemployment rates are high. Within this school the majority of the students are not getting the support from their parents, they are more worried about what they are going to eat, or if one or both parents are going to be strung out on drugs or alcohol, how effective are those students going to be in the classroom? Now compare this school with a school where most of the parents have attended a 4 year college, have successful jobs, a nice home, food on the table, and parents that are committed to ensuring their child receives the best education as possible. Can you really compare the data from these two schools and then compare the teachers who work at these schools? You can't, the environment is different, and the everyday lifestyles of these children are different. In one school you have students who want to work hard, while at the other school that enthusiasm is not there. Another point of interest can be found in the school itself. Teacher A happens to get students who are on IEP's or students who have behavioral issues. While Teacher B's class is right next to Teacher A's classroom her classroom happens to have the dream team that year, her students are eager to learn, they help those that are struggling, and they are wanting to learn. Teacher A, who has the problem students pores her heart and soul out for her students, works extra hard, plans for hours, attends after school classes or trainings and does everything possible to motivate her students. Then the SBA's are given and the results are discouraging to say the least. However, Teacher B didn't have to spend half the time as Teacher A, but her SBA results were fantastic. Looking at this scenario Teacher A has demonstrated a degree of exemplary performance compared to Teacher B, but because of these new guidelines Teacher A's evaluation will be scored 20% lower in 2017. This is but one example of this flawed system our state is adopting. What about the PE, Health, Art, Music, Librarians, Special Education Teachers, or any other certified employee, are their evaluations different that the regular education teachers evaluation. What about the principal who works tired less to find new ways to support the teachers and students of a disadvantaged school compared to a gifted school. This system is not a fair system, as I stated it is a flawed system, there are to many unanswered questions left unanswered for me to be comfortable with it. The question that I have, do we want our teachers to teach to the test or do we want our teachers to educate our children?

Knuth, Dorothy K (EED)

From: dorothe.knuth@alaska.gov
Sent: Tuesday, October 02, 2012 5:29 PM
To: Knuth, Dorothy K (EED)
Subject: Comments on Regs

Name: Allison Smith
E-Mail: allison_theresa@yahoo.com
Telephone: 907 586-1101

I am commenting on: 4 AAC 19.050. Reporting of evaluation results and local incorporation of student learning data. My Comments: I have serious concerns with the use of student data in the teacher evaluation process. Having at least twenty percent of an evaluation based on student data puts a high amount of pressure on teachers and can encourage "teaching to the test." This part of the evaluation reform also concerns me because there is no provision for special education students. Special education students qualify for special education based on a lack of proficiency and slow rates of growth in academics. I worry that a teacher or principal with a larger amount of special education students may receive a lower evaluation simply because of their demographic. I strongly encourage the DEED to reconsider such heavy use of student data in teacher and principal evaluations. In addition, if student data is to be used in evaluations, teachers and principals should have a voice in which data and assessments are used.

This evaluation reform was only brought to my attention recently and I would like the DEED to know that it has not been widely accepted or worked on by teachers across the state.

Knuth, Dorothy K (EED)

From: dorothe.knuth@alaska.gov
Sent: Tuesday, September 25, 2012 7:40 AM
To: Knuth, Dorothy K (EED)
Subject: Comments on Regs

Name: Geoffrey Smith
E-Mail: 68gsmith@gmail.com
Telephone: 907 487-2748

I am commenting on; 4 AAC 19.050

My Comments: I believe it is important and appropriate to review the evaluation tool for educators. However, there are many factors that impact student success and for the state to ignore those and make education about test scores is WRONG. I have taught for 17 years in Alaska and have worked with a variety of students that have been served by the special education program. Many students come from less than ideal settings where sleep, meals, security, and safety are lacking on a daily basis. Has anyone considered the impact that a students basic needs might have on their overall school success. This readoption by the Department of Education and Early Development once again looks like a top down decision without involvement of the individuals on the front lines each day. Education is more than the result achieved by a student on an assessment.

Sincerely,

Geoff Smith

Knuth, Dorothy K (EED)

From: dorothe.knuth@alaska.gov
Sent: Tuesday, September 25, 2012 11:18 AM
To: Knuth, Dorothy K (EED)
Subject: Comments on Regs

Name: Geoffrey Smith
E-Mail: 68gsmith@gmail.com
Telephone: 907 487-2748

I am commenting on: 4 AAC 19.050

My Comments: I have taught in the field of special education for the last 17 years in Kodiak. I provided comments yesterday but would like to include a couple of additional thoughts.

1. The state has a regulation regarding truancy but does not provide for enforcement of this regulation. Shouldn't the state, governor, or DEED also be held accountable for test scores? Shouldn't student test scores reflect on their job performance as well as teachers? Doesn't attendance impact a student's performance at school? Where will this be reflected on a teacher's evaluation under the proposed readoption?
2. Additionally, many of the students I currently work with have a diagnosed specific learning disability. By the time they reach middle school they are typically 2 – 4 years behind academically. In order to close the gap we need to provide the foundational skills missing in order to teach grade level concepts. Unfortunately, they continue to be tested on grade level concepts not the content they have been instructed in. These same assessments are now going to be used to evaluate my performance? Does this make sense? It doesn't to me.

I am in full support of student achievement and teacher accountability, but this readoption leaves more questions than provides answers!

Knuth, Dorothy K (EED)

From: dorothy.knuth@alaska.gov
Sent: Monday, September 24, 2012 1:03 PM
To: Knuth, Dorothy K (EED)
Subject: Comments on Regs

Name: Kimberlee Dorner
E-Mail: kimsaunders1271@hotmail.com
Telephone: 907 539-7222

I am commenting on: 4 AAC 19.050

My Comments: I am a special education teacher in Kodiak and I have huge concerns about the regulations that would require 20% of teacher evaluations to be based on student achievement. I am a full supporter of having high standards and I agree that learning should be the constant in our schools. However, I do not feel that test scores are an accurate measure of my performance as an educator nor is it an accurate measure of student progress over time. This oversimplification of student learning is common and makes things simple on paper.

I love my job. I love working with students with special needs but if you define my success or my value based on student achievement I can tell you right now that myself and my colleagues in the field will be at a disadvantage. This is a field that already struggles to recruit teachers. Why would we want to make it less appealing? How will you ensure a level playing field? What about students with intensive needs who are assessed in an alternative way? Will these scores be included? This is an unfair way to measure teacher effectiveness and it pits teachers against each other and potentially creates a situation where teachers will not want to have students with special needs in their classes because it may reflect poorly in their evaluation.

We are supposed to be working toward inclusion and acceptance. We should celebrate growth of individual students over time. This regulation is in direct conflict with that ideal. Please consider disregarding this portion of the new evaluation requirements.

Thank you.

September 14, 2012

SEP 20 2012

To Whom It May Concern:

Commissioner's Office

Re: 4 AAC 19, Evaluation of Professional Employees.

This is my 13th year of teaching elementary school on the Kenai Peninsula. It is a wonderful job in which I feel that I make a difference each day, and I learn as much from my students as they learn from me.

I would be very interested to hear how evaluating educators based on student test performance makes sense. If the educators had the children 24 hours a day, 7 days a week, it would make sense. Since there are many more influences in children's lives that affect performance and learning, that educators have NO control over, I don't see how it could possibly be a fair way to evaluate educators.

Sincerely,



Lisa M. Renken

3rd Grade Teacher

COPY

Go Haulley
Lis
Sondra
Neil
Paul P.
Dottie

Knuth, Dorothy K (EED)

From: dorothe.knuth@alaska.gov
Sent: Wednesday, September 12, 2012 5:00 PM
To: Knuth, Dorothy K (EED)
Subject: Comments on Regs

Name: Beth Amrich
E-Mail: amrich_beth@asdk12.org
Telephone: 907 854-8111
I am commenting on: 4AAC19.050

My Comments: As a teacher beginning my 17th year, I am appalled to think that teacher performance will be evaluated based upon student test scores.

I have been fortunate enough to teach in several different settings; I have taught in international schools, inner-city, reservation, rural and urban schools in eight different countries and/or states. Many of those experiences were in Title I schools. I also have a Masters in Education, with 72 additional graduate credits.

Taking into account my many diverse experiences, I know that some of the hardest working teachers are those in struggling schools, with struggling communities, with limited resources and support. These are the teachers who are provided with often more professional development opportunities, who tend to put in more hours tutoring students for free, and even use their own money to pay for field trips for the students who can't afford it, as well as they are the teachers who always have an extra stash of food for the student who is not getting enough to eat. I also venture to say that the majority of these teachers are in schools that often don't test well, yet they are the ones putting in extra time.

I have also been on the other side of the spectrum, working in schools where little effort is needed for students to do well. Practically anyone can step into a classroom of well behaved, well cared for, well fed students and guide them in learning. The huge problem I foresee, is that teachers who need to put in the least amount of effort to make students successful, will be rewarded, while those who work the hardest, may not be seen as successful because the students didn't perform well on a test. Educators know these things; politicians only see schools and teachers based on numbers. The same holds true for children; we teachers educate and nurture the whole being, while administrators/politicians see our students as numbers. This is sad to me and problematic for our youth.

I am not saying standardized tests are bad, it's just when we put more emphasis on a number, than we do human beings, no one wins. No one understands better than a teacher, the incredible challenges some of our kids come to school facing. Just to mention a few: hunger, having parents who are drug addicts/alcoholics/molesters, poverty, lack of privacy, depression, etc. We do our best.

What if you had an office full of 10 people and one suffered from depression, two came to school in the same outfit for 3 weeks without having it be washed, 1 hard working, 1 had anger management issues, 2 had ADHD, 2 were perfectly well rounded and one came to work for 3 hours late each day. How would your office run? Should I evaluate you as a professional, based on their performance? You may want to say yes, but see you could fire these people and replace them with a staff who would get the job done, now wouldn't you? Well, we educate everyone.

I am in no means opposed to evaluating teachers and holding us to a high standard; I am simply opposed to evaluating teachers based on student data. What if a student comes to me in 3rd grade, reading at K level (yes, it happens), and /we work really hard for a year and they get up to end of second grade level. To a teacher, making 2 years growth in 1 year is fabulous, but when they are tested, it will only show that they student was below proficient. In my eyes, the teacher and student both made incredible progress that year and worked very hard. A principal evaluating would see

that as a success, the parents would be happy with the progress, but yet, I would have to receive a poor evaluation. Please allow teachers to be evaluated in a fair way.

Sincerely,
Beth Amrich

Knuth, Dorothy K (EED)

From: dorothy.knuth@alaska.gov
Sent: Tuesday, September 11, 2012 2:15 PM
To: Knuth, Dorothy K (EED)
Subject: Comments on Regs

Name: David Larson

E-Mail: davlarson@hotmail.com

Telephone: 907 435-7174

I am commenting on: 4 AAC 19.020 Evaluations My Comments: The proposed changes to the current statute related to evaluation of teachers and administrators should be discarded and the current regulations left in place. Local control by local school boards is the proper and logical place where evaluations are created and implemented not at the state level. The state certifies that one is capable of teaching, the district evaluates to assure the certificated staff fulfills the district's performance requirements. I urge you to withdraw and discard all proposed changed in regulation and statute.

Knuth, Dorothy K (EED)

From: dorothy.knuth@alaska.gov
Sent: Tuesday, September 11, 2012 2:11 PM
To: Knuth, Dorothy K (EED)
Subject: Comments on Regs

Name: David Larson

E-Mail: davlarson@hotmail.com

Telephone: 907 435-7174

I am commenting on: 4 AAC 04.200(f)

My Comments: The proposed change to this and related statute and policy on culture and evaluation is not logical and does not fall within a reasonable ability of the state or local agency to enforce. Cultural content is already addressed in a comprehensive way. The current research by John Hattie in his book Visible Learning provides solid research and evidence related to the instructional methods that work to provide a high level of learning. This research should be considered prior to the consideration of the proposed changes.

Knuth, Dorothy K (EED)

From: dorothy.knuth@alaska.gov
Sent: Thursday, August 30, 2012 12:33 PM
To: Knuth, Dorothy K (EED)
Subject: Comments on Regs

Name: Laural Jackson
E-Mail: ljackson@dgsd.k12.ak.us
Telephone: 907 895-4657

I am commenting on: 4AAC 04.205(a) Professional Standards and Evaluation My Comments: Greetings, I applaud our societal efforts to make sure that all students are achieving academic success and to hold schools accountable for helping each student achieve their greatest potential. I do; however, have concerns about the proposed teacher evaluation system which seems to make some huge assumptions in trying to make one system fit all educators. First, only in isolated incidents do students learn from only one teacher. Students learn their reading, writing, math and other core knowledge from all adults with whom they have contact. The PE teacher teaches, reinforces and helps to generalize reading, writing and math. The librarian and school secretary also play a role in student achievement. So how does this system determine who should be taking the ultimate responsibility? If it is the specific content area teacher or the elementary classroom teacher, then how would this system evaluate all the other teachers who play a role in that student' success or lack thereof?

Secondly, God did not create all men to be equal when it comes to learning. Some of us are very good at traditional school learning...reading, writing, and math. Others have gifts in other areas and will never....no matter how stellar the teacher or school...be successful in these academic areas. For the teachers who works with these students, how will this evaluation be applied?

If teachers team up and co-teach a class, who gets credit or blame for the student test scores? Both equally? Perhaps they are not equal if you were to observe them you might see that one teacher is definitely being more effective than the other.

I fear that this sytem will lead to abuses such as have occured in other states when the stakes for testing are pushed to high. If a teacher's very livelihood is too dependent upon the student achievement scores (which are affected by so many factors beyond his/her control) then I foresee teachers will work to have only the best and brightest students in their classes, leaving behind those who struggle to learn.

Please consider carefully ALL of the types of teachers and types of students and various learning environments that we have and understand that no one size fits all evaluation will ever be able to do justice to each person. The principals/evaluators need flexibility to consider the myriad of external and internal factors that are at play in each classroom and each student's learning.

Thank you

Changes made to proposed teacher & principal evaluation regulations As of October 2012

The following proposed changes eliminate duplication, clarify the application of the cultural standards, differentiate among teachers, administrators, and special service providers, and make the evaluation requirements less prescriptive for districts:

Regulation	Description of Change
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2009 State Fiscal Stabilization Fund (SFSF) Assurances

Achieving Equity in Teacher Distribution

A State must collect and publicly report data and other information on: (1) the extent that students in high- and low-poverty schools in the State have access to highly qualified teachers; (2) the extent that current strategies and efforts to address inequities in the distribution of inexperienced, unqualified, or out-of-field teachers; (3) how teacher and principal performance is evaluated and how performance ratings are used; and (4) the distribution of performance evaluation ratings or levels among teachers and principals.

The following are the descriptors and indicators that Alaska agreed to when we accepted the SFSF funds in 2009.

Teachers

Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.

Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.

Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.

Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.

Principals

Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.

Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.

Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.

ESEA Flexibility Request Requirements & Assurances

Principle 3: Supporting Effective Instruction and Leadership

Requirements

To receive ESEA flexibility, an SEA and each LEA must commit to develop, adopt, pilot, and implement, with the involvement of teachers and principals, teacher and principal evaluation and support systems that:

- (1) will be used for continual improvement of instruction;
- (2) meaningfully differentiate performance using at least three performance levels;
- (3) use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including English Learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys);
- (4) evaluate teachers and principals on a regular basis;
- (5) provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and
- (6) will be used to inform personnel decisions.

An SEA must develop and adopt guidelines for these systems, and LEAs must develop and implement teacher and principal evaluation and support systems that are consistent with the SEA's guidelines.

To ensure high-quality implementation, all teachers, principals, and evaluators should be trained on the evaluation system and their responsibilities in the evaluation system.

As part of developing and implementing these evaluation and support systems, an SEA must also provide student growth data on current students and the students taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs.

Once these evaluation and support systems are in place, an SEA may use data from these systems to meet the requirements of ESEA section 1111(b)(8)(C) that it ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers.

ESEA Flexibility Request Requirements & Assurances
Principle 3: Supporting Effective Instruction and Leadership

Assurances

The SEA assures that:

8. It will report annually to the public and each LEA will annually report to its SEA and to the public, beginning no later than the 2014–2015 school year, on the aggregate distribution of teachers and principals by performance level, including the percentage of teachers and principals by performance level at the State, LEA, and school level, and by school poverty quartile within the State and LEA. (Principle 3)

9. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

If the has not yet developed and adopted all guidelines for teacher and principal evaluation and support systems, it must also assure that:

15. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2011–2012 school year. (Principle 3)

Alaska Special Service Providers by District and Job Description, SY 2011-12

School District	Audiologist	Counselor	Librarian /Media Prof.	Nurse	Occupation Therapist	Orientation and Mobility and Specialist	Physical Therapist	Psychologist	Social Worker	Speech Therapist	Grand Total
Anchorage	3	138	34	87	24		9	36		69	400
Annette Island		1									1
Bering Strait		7	1								8
Bristol Bay		1									1
Copper River		1									1
Delta-Greely		2								1	3
Dillingham		1									1
Fairbanks		47	6		4	1		9		20	87
Galena		3						1			4
Haines		1									1
Hoonah		1									1
Juneau		15			1	1	1	6		7	31
Kenai		20			2			11		13	46
Ketchikan		6	1		1			2		4	14
Klawock		1									1
Kodiak Island		8	1				2	3		3	17
Kuspuk		1									1
Lake and Peninsula		2									2
Lower Kuskokwim		4						1	6	2	13
Lower Yukon		12									12
Matanuska-Susitna	2	31	6	28	10		7	14		27	125
Mount Edgecumbe		1									1
Nenana		1									1
Nome		2									2
North Slope		7									7
Northwest Arctic		5									5
Petersburg		2	1								3
Sitka		4	1		1			1		1	8
Southeast Island		1									1
Southwest Region		3									3
Unalaska		1									1
Valdez		2	1							1	4
Wrangell		1									1
Yukon Flats		2									2
Yukon-Koyukuk		5	1							1	7
Yupitit		2									2
Grand Total	5	342	53	115	43	2	19	84	6	149	818

Source: October 2011 Certified Staff Accounting Report

Teacher & Principal Evaluation. Public comment received after the October 29, 2012, re-notice through November 16, 2012. Comments received after November 16, will be distributed at the December board meeting.

Last Name	Confidentiality	Reporting Evaluation Results	Skills Knowledge Experience	Training Evaluators	Use of student data	Cultural Standards	Pay for performance	Community Information	Comprehensive	Total
Albert					2					2
Angstadt					2					2
Baffone					1					1
Baldwin			1		2					3
Banner		1	1	1	1					4
Barlow									1	1
Bera					1					1
Binek	1		1		1					3
Birmanns						1				1
Boyarsky	2	2	2	2	2					10
Brandt-Erichen			2	4	2					8
Brazfield					1					1
Brenner					1					1
Breske	1	1	2	2	1					7
Browning					2					2
Butler-Smith					1					1
Capoun					1					1
Clawson	1				1					2
Clift							1			1
Cohen	1	1	1	1	1					5
Collins					1					1
Courtright					1					1
Crandall	1	1		1	1					4
Crossett					1					1
Crowley		1			1					2
Dahl	1	1			1					3
Daw					2					2
DeAngelis					1					1
DeFilippo	2	1	1	1	1					6
Demientieff					1					1
Dennis					1					1
Dibert					1					1
Dugdale					1					1
Ehnert					1					1
Eischeid			1							1
Eliason/Jensen					1					1
Foster					1					1

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Last Name	Confidentiality	Reporting Evaluation Results	Skills Knowledge Experience	Training Evaluators	Use of student data	Cultural Standards	Pay for performance	Community Information	Comprehensive	Total
Friend					1					1
Froehlich					1					1
Fry		1			1					2
Fuhrer									1	1
Gardner		1	1	1	1					4
Gerhardt	1	1	1	1	1					5
Gifford									1	1
Hadaway	2									2
Hardin					1					1
Harris					1					1
Haygood			1		2					3
Hilchey	1				1					2
Hipsak	1	1	1	1	1					5
Hunt	2	2	2	2	4					12
Ingersoll					2					2
Jenness	1				1					2
Jones	1		1	1	1					4
Jordan			2	2	2					6
Kerschbaum			1		1					2
Kinder					1	1				2
Kirk					1					1
Kloepfer					1					1
Korzon					1					1
Kozlowski					1					1
Lambert			2		1					3
Langton									1	1
Lanzarone			1		1					2
Lowry					1					1
Mannix	1	1	1	1	2					6
Martin					1					1
Mayer			1	1	1					3
Mayfield					1					1
McClasland					1					1
McClaghry		2	2		2					6
McNulty					2					2
Mertes	1	1		2	1					5
Meyer	1		1	1	1					4

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Last Name	Confidentiality	Reporting Evaluation Results	Skills Knowledge Experience	Training Evaluators	Use of student data	Cultural Standards	Pay for performance	Community Information	Comprehensive	Total
Morgan	1	1	1		2					5
Mullin			1	1	1					3
Myers					1					1
No Name	1									1
Neil					1					1
Newton			1	1	1					3
Opitz	1	1	1	1	1					5
Orr					1					1
Powell	1	1	1	1	2					6
Pullen	2	2	2	2	3					11
Rafter									1	1
Ray					1					1
Rhodes					1					1
Rice					2					2
Richard					1					1
Richardson	1				1					2
Robb					1					1
Rubera	1	1	1	1	1					5
Schlittler					1					1
Shipka			2		2					4
Skala					1					1
Smith					1					1
Spencer	1	1	1	1	1					5
Spone					1					1
Stark		1	2		1					4
Stone					1					1
Street					1	1				2
Sullivan					1					1
Szipszky					1					1
Teekell					2					2
Thiede			1		1					2
Thomas	1	1	1	1	1					5
Todd	1	1	1	1	1					5
Trasky	1		1		2					4
Trawicki	1	1	2	1	3					8
van Wagner									1	1
Vanarsdale					1					1

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Vanderpool					3					3
Ventress					2					2
Vick					1					1
Voth					1					1
Wagner					1					1
Welk	1	1	1	1	1					5
Wilson					2					2
Witter			1		1					2
Wognild		1								1
Wright					1					1
Yatsko	1	1	1	1	1					5
Total	37	33	52	38	140	3	1	1	5	310

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Proposed Changes to re-noticed teacher evaluation regulations

Regulation	Summary
4 AAC 04.200 Professional content and performance standards. (f)	Removing item (3) that contradict statutory requirements that the evaluation of a certificated employee takes place in the employee's workplace. AS 14.20.149 (a)
4 AAC 04.205 District performance standards. (e)	Moving requirements previous located in 4 AAC 19.050 concerning the adoption of performance standards based on student learning data. Requiring the participation of educators in the development of the standards and providing guidelines for the number, weight, and type of measures. Requiring the districts to create rules to assure that the student learning data reflect teacher performance. Establishes the minimum criteria for the use of statewide assessments in the student learning data component.
4 AAC 19.010 Purpose and scope of the evaluation (e)(2)	Providing a schedule for the percentage of student learning data to be included in teacher and administrator evaluations. Percentage in school year 2015-2016 is at least 20% percent; percentage in school year 2018-2019 is at least 50 percent.
4 AAC 19.010 Purpose and scope of the evaluation (h) & (j)	Allowing districts more flexibility concerning the implementation of a plan for professional growth. Changing the number of "basic" ratings required and the duration of the plan.
4 AAC 19.030 Evaluation procedures. (b)(4)	Adding language previously located in 04.205 (c) that allows a district to require a more experience teacher to perform at a higher level than a teacher with less experience.
4 AAC 19.030 Evaluation procedures. (d)	Requiring districts to confer with educators or groups of educators who teach the subject matter or grade level to identify the appropriate student learning data for evaluating teachers in the subject matter or grade level.
4 AAC 19.050 Development of local evaluation procedures	Repealed. Content moved to 4 AAC 19.055 and renamed "Reporting of evaluation results."
4 AAC 19.055 Reporting of evaluation results	Removing staggered reporting requirements. Districts begin reporting overall ratings that include student learning data beginning July 10, 2016 for the 2015-2016 school year.
4 AAC19.099 Definitions (5)	Changing the definition of a special service provider to focus on the job requirements instead of the individual's certification status. Defines student growth.

Revised Educator Evaluation Statutes effective 2/16/2013

<http://education.alaska.gov/TeacherCertification/statregs.html>

Sec. 14.20.149. Employee evaluation.

(a) A school board shall adopt a certificated employee evaluation system for evaluation and improvement of the performance of the district's teachers and administrators. The evaluation system applies to all the district's certificated employees except the district's superintendent. A school board shall consider information from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators in the design and periodic review of the district's certificated employee evaluation system. An evaluation of a certificated employee under this section must be based on observation of the employee in the employee's workplace.

(b) The certificated employee evaluation system must

(1) establish district performance standards for the district's teachers and administrators that are based on professional performance standards adopted by the department by regulation;

(2) require at least two observations for the evaluation of each nontenured teacher in the district each school year;

(3) require at least an annual evaluation of each tenured teacher in the district who met the district performance standards during the previous school year;

(4) permit the district to limit its evaluations of tenured teachers who have consistently exceeded the district performance standards to one evaluation every two school years;

(5) require the school district to perform an annual evaluation for each administrator;

(6) require the school district to prepare and implement a plan of improvement for a teacher or administrator whose performance did not meet the district performance standards, except if the teacher's or administrator's performance warrants immediate dismissal under AS 14.20.170(a); and

(7) provide an opportunity for students, parents, community members, teachers, and administrators to provide information on the performance of the teacher or administrator who is the subject of the evaluation to the evaluating administrator.

(c) A person may not conduct an evaluation under this section unless the person holds a type B certificate or is a site administrator under the supervision of a person with a type B certificate, is employed by the school district as an administrator, and has completed training in the use of the school district's teacher evaluation system.

(d) Once each school year, a school district shall offer in-service training to the certificated employees who are subject to the evaluation system. The training must address the procedures of the evaluation system, the standards that the district uses in evaluating the performance of teachers and administrators, and other information that the district considers helpful.

(e) A school district shall provide a tenured teacher whose performance, after evaluation, did not meet the district performance standards with a plan of improvement. The evaluating administrator shall consult with the tenured teacher in setting clear, specific performance expectations to be included in the plan of improvement. The plan of improvement must address ways in which the tenured teacher's performance can be improved and shall last for not less than 90 workdays and not more than 180 workdays unless the minimum time is shortened by agreement between the evaluating administrator and the teacher. The plan of improvement shall be based on the professional performance standards outlined in the locally adopted school district evaluation procedure. The school district must observe the teacher at least twice during the course of the plan. If, at the conclusion of the plan of improvement, the tenured teacher's performance again does not meet the district performance standards, the district may nonretain the teacher under [AS 14.20.175](#) (b)(1).

(f) A school district may place an administrator who has previously acquired tenure, whose performance, including performance as an evaluator under the district's certificated employee evaluation system, does not meet the district performance standards on a plan of improvement. The plan must address ways in which the administrator's performance can be improved and shall last for not less than 90 workdays and not more than 210 workdays unless the minimum time is shortened by agreement between the evaluating administrator and the administrator being evaluated. The school district must observe the administrator being evaluated at least twice during the course of the plan. If, at the conclusion of the plan of improvement, the administrator's performance again does not meet the district performance standards, the district may terminate its employment contract with the administrator. This subsection does not restrict the right of a school district to reassign an administrator to a teaching position consistent with the terms of an applicable collective bargaining agreement.

(g) The department may request copies of each school district's certificated employee evaluation system and changes the district makes to the systems.

(h) Information provided to a school district under the school district's certificated employee evaluation system concerning the performance of an individual being evaluated under the system is not a public record and is not subject to disclosure under AS 40.25. However, the individual who is the subject of the evaluation is entitled to a copy of the information and may waive the confidentiality provisions of this subsection concerning the information

Sec. 14.20.170. Dismissal.

(a) A teacher, including a teacher who has acquired tenure rights, may be dismissed at any time only for the following causes:

(1) incompetency, which is defined as the inability or the unintentional or intentional failure to perform the teacher's customary teaching duties in a satisfactory manner;

(2) immorality, which is defined as the commission of an act that, under the laws of the state, constitutes a crime involving moral turpitude; or

(3) substantial noncompliance with the school laws of the state, the regulations or bylaws of the department, the bylaws of the district, or the written rules of the superintendent.

(b) A teacher may be suspended temporarily with regular compensation during a period of investigation to determine whether or not cause exists for the issuance of a notification of dismissal according to AS 14.20.180 .

(c) A teacher who is dismissed under this section is not entitled to a plan of improvement under AS 14.20.149 .

Sec. 14.20.175. Nonretention.

(a) A teacher who has not acquired tenure rights is subject to nonretention for the school year following the expiration of the teacher's contract for any cause that the employer determines to be adequate. However, at the teacher's request, the teacher is entitled to a written statement of the cause for nonretention. The boards of city and borough school districts and regional educational attendance areas shall provide by regulation or bylaw a procedure under which a nonretained teacher may request and receive an informal hearing by the board.

(b) A teacher who has acquired tenure rights is subject to nonretention for the following school year only for the following causes:

(1) the school district demonstrates that

(A) the district has fully complied with the requirements of AS 14.20.149 with respect to the tenured teacher;

(B) the teacher's performance, after completion of the plan of improvement, failed to meet the performance objectives set out in the plan; and

(C) the evaluation of the teacher established that the teacher does not meet the district performance standards;

(2) immorality, which is defined as the commission of an act that, under the laws of the state, constitutes a crime involving moral turpitude; or

(3) substantial noncompliance with the school laws of the state, the regulations or bylaws of the department, the bylaws of the district, or the written rules of the superintendent.

Revised Educator Evaluation Statutes effective 2/16/2013

<http://education.alaska.gov/TeacherCertification/statregs.html>

Sec. 14.20.149. Employee evaluation.

(a) A school board shall adopt a certificated employee evaluation system for evaluation and improvement of the performance of the district's teachers and administrators. The evaluation system applies to all the district's certificated employees except the district's superintendent. A school board shall consider information from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators in the design and periodic review of the district's certificated employee evaluation system. An evaluation of a certificated employee under this section must be based on observation of the employee in the employee's workplace.

(b) The certificated employee evaluation system must

(1) establish district performance standards for the district's teachers and administrators that are based on professional performance standards adopted by the department by regulation;

(2) require at least two observations for the evaluation of each nontenured teacher in the district each school year;

(3) require at least an annual evaluation of each tenured teacher in the district who met the district performance standards during the previous school year;

(4) permit the district to limit its evaluations of tenured teachers who have consistently exceeded the district performance standards to one evaluation every two school years;

(5) require the school district to perform an annual evaluation for each administrator;

(6) require the school district to prepare and implement a plan of improvement for a teacher or administrator whose performance did not meet the district performance standards, except if the teacher's or administrator's performance warrants immediate dismissal under AS 14.20.170(a); and

(7) provide an opportunity for students, parents, community members, teachers, and administrators to provide information on the performance of the teacher or administrator who is the subject of the evaluation to the evaluating administrator.

(c) A person may not conduct an evaluation under this section unless the person holds a type B certificate or is a site administrator under the supervision of a person with a type B certificate, is employed by the school district as an administrator, and has completed training in the use of the school district's teacher evaluation system.

(3) combine performance standards set out at 4 AAC [04.200](#) to create broader performance standards; and

(4) provide additional or alternative performance standards to accommodate district goals and priorities.

(c) Repealed 2/16/2013.

(d) Performance standards established by a district shall be interpreted and applied in the context of the job requirements of the teacher being evaluated.

(e) Not later than July 1, 2015, a school district shall adopt for teachers and administrators, standards for performance based on student learning data. In adopting standards for performance based on student learning data, a district shall

(1) confer with educators who are subject to the evaluation system;

(2) require the use of at least two but not more than four measurements of student growth;

(3) require the use of data from the statewide test selected by the commissioner under 4 AAC [06.737](#) as a measurement of student growth if

(A) the commissioner has notified districts that the commissioner has selected a test that

(i) employs measurements of achievement that are comparable across grade levels; and

(ii) permits a district to make valid measurements of student growth from year to year;

(B) data for student growth for a subject and grade level are available from the test; and

(C) the data are for a subject and grade level directly related to the job duties of the educator to whom the standard would apply;

(4) if the use of data from the statewide test is permitted under (3) of this subsection, use the data from the statewide test in at least as high a proportion as any other measurement of student growth used by the district; and

(5) develop procedures based on objective and measurable criteria to ensure that data used to measure performance under the standard accurately reflect student growth based on educator performance.

History: Eff. 4/20/97, Register 142; am 2/16/2013, Register 205

Authority: [AS 14.03.015](#) [AS 14.07.020](#) [AS 14.07.060](#) [AS 14.20.010](#) [AS 14.20.020](#)

4 AAC 19.010. Purpose and scope of evaluations

(a) A district's evaluation of a teacher, administrator, or special service provider shall provide information and analysis that

- (1) help the teacher, administrator, or special service provider grow professionally;
- (2) are intended to improve the effectiveness of instruction at the school; and
- (3) relate to the future employment of the teacher, administrator, or special service provider.

(b) For each of the content standards set out in 4 AAC [04.200\(b\)](#)(2) - (8), a district shall evaluate whether a teacher is exemplary, proficient, basic, or unsatisfactory on the standard. In evaluating the teacher, the district shall consider the cultural standards set out in 4 AAC [04.200\(f\)](#). A district may evaluate a teacher on additional standards that have been adopted by the district.

(c) For each of the content standards set out in 4 AAC [04.200\(c\)](#), a district shall evaluate whether an administrator is exemplary, proficient, basic, or unsatisfactory on the standard. In evaluating the administrator, the district shall consider the cultural standards set out in 4 AAC [04.200\(f\)](#). A district may evaluate an administrator on additional standards that have been adopted by the district.

(d) A district shall evaluate whether the performance of a special service provider is exemplary, proficient, basic, or unsatisfactory on the performance standards for the special service applied by the district under 4 AAC [04.205\(d\)](#). In evaluating the special service provider, the district shall consider the cultural standards set out in 4 AAC [04.200\(f\)](#).

(e) In addition to the evaluation on the individual standards described in (b), (c), or (d) of this section, a district shall evaluate

- (1) whether a teacher's, administrator's, or special service provider's overall performance is exemplary, proficient, basic, or unsatisfactory; and
- (2) no later than school year 2015 - 2016, whether a teacher's or administrator's performance on the district's standards for student learning data is exemplary, proficient, basic, or unsatisfactory; a district shall include student learning data in teacher and administrator evaluations according to the following schedule:
 - (A) school years 2015 - 2016 and 2016 - 2017 at least 20 percent of a teacher's or administrator's overall performance rating;
 - (B) school year 2017 - 2018, at least 35 percent of a teacher's or administrator's overall performance rating;
 - (C) school year 2018 - 2019 and after, at least 50 percent of a teacher's or administrator's overall performance rating.

(f) A district may not give a teacher, administrator, or special service provider an overall performance rating of proficient or higher if the teacher, administrator, or special service provider has been evaluated to be performing at a level of basic or lower on one or more of the content standards or other criteria for which evaluation is required under this section.

(g) A teacher, administrator, or special service provider who receives a performance evaluation rating of unsatisfactory on one or more of the content standards or other criteria for which evaluation is required under this section has not met the district performance standards for purposes of [AS 14.20.149](#)(b)(6), (e), or (f).

(h) Unless the district is nonretaining the teacher, administrator, or special service provider, if a district gives a special service provider, administrator, or teacher a performance evaluation rating of basic on two or more of the content standards or other criteria for which evaluation is required under this section, the district

(1) shall provide support and assistance, as determined by the district, for improvement on those standards or criteria;

(2) may place the teacher, administrator, or special service provider on a plan of professional growth.

(i) If, at the conclusion of a plan of professional growth, a teacher's, administrator's, or special service provider's performance on the standards or criteria in question is not proficient or exemplary, the district may place the teacher, administrator, or special service provider on a plan of improvement under [AS 14.20.149](#)(b)(6).

(j) For purposes of this section, a plan of professional growth is a plan developed by the evaluating administrator, in consultation with the teacher, administrator, or special service provider to whom the plan applies, to provide the structure, assistance, and guidance for the teacher, administrator, or special service provider to improve in all criteria in which the teacher, administrator, or special service provider is performing at a basic level. The plan must include

(1) clear and specific performance expectations;

(2) a description of ways that the teacher's, administrator's, or special service provider's performance can be improved; and

(3) a duration determined by the district.

History: Eff. 8/30/75, Register 55; am 2/16/2013, Register 205

Authority: [AS 14.07.020](#) [AS 14.07.060](#) [AS 14.20.149](#)

4 AAC 19.015. Evaluation form to be available

A district shall make a copy of a form, template, or checklist that the district uses in the evaluation of certificated employees available to the public, including posting the form, template, or checklist on the district's website. The posting shall make clear how the district has considered information from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators in the design of the district's certificated employee evaluation system, as required under [AS 14.20.149](#).

History: Eff. 9/2/2011, Register 199

Authority: [AS 14.07.060](#)

4 AAC 19.030. Evaluation procedures

(a) In evaluating a teacher, administrator, or special service provider, a district

(1) shall base the evaluation of a teacher, administrator, or special service provider on observation of the teacher, administrator, or special service provider in the workplace by the evaluator;

(2) shall consider information on the performance of the teacher, administrator, or special service provider provided by students, parents, community members, teachers, and administrators under [AS 14.20.149\(b\)\(7\)](#);

(3) shall indicate what information the district used to evaluate the teacher, administrator, or special service provider and the source of the information;

(4) shall notify students, parents, community members, teachers, and administrators that students, parents, community members, teachers, and administrators have the opportunity to provide information on the performance of the teacher, administrator, or special service provider being evaluated; the district shall provide a form or electronic means for providing the information;

(5) shall provide the teacher, administrator, or special service provider being evaluated with a copy of the draft evaluation at least 24 hours before the evaluation becomes final;

(6) shall inform the teacher, administrator, or special service provider being evaluated that

(A) the teacher, administrator, or special service provider has the right to review a draft evaluation and comment in writing before the evaluation becomes final; and

(B) a failure to submit comments before the deadline waives the right to comment on the evaluation;

(7) may not retaliate against a teacher, administrator, or special service provider for commenting on the evaluation; and

(8) shall ensure that the evaluator and the teacher, administrator, or special service provider being evaluated signs the evaluation.

(b) In evaluating a teacher, administrator, or special service provider, a district may

(1) consider information in addition to the information described in (a) of this section, if the additional information is relevant to the performance of the teacher, administrator, or special service provider on the performance standard or other criterion under evaluation;

(2) survey students, parents, community members, teachers, or administrators regarding the performance of a teacher, administrator, or special service provider;

(3) use a nationally recognized teacher, administrator, or special service provider evaluation framework approved by the department that aligns with the standards set out in 4 AAC [04.200](#);

(4) require a more experienced teacher to perform at a higher level than a teacher with less experience.

(c) An evaluation of a teacher, administrator, or special service provider under this section must be approved by a person who possesses an administrative certificate issued under 4 AAC [12.345](#).

(d) Not later than July 1, 2015, a school district shall adopt evaluation procedures that incorporate student learning data into the evaluation process. In adopting a process to incorporate student learning data, a district shall confer with educators who teach a subject matter and grade level, or with groups of educators whose subject matters and grade levels are related, to identify appropriate student learning data for evaluating teachers in the subject matter and grade level.

History: Eff. 8/30/75, Register 55; am 1/12/83, Register 85; am 9/29/2005, Register 175; am 2/16/2013, Register 205

Authority: [AS 14.07.020](#) [AS 14.07.060](#) [AS 14.20.149](#)

[4 AAC 19.040. Confidentiality of the evaluation](#)

A school district shall adopt procedures that

(1) protect the confidentiality of the evaluation documents; and

(2) allow supervisory personnel appropriate access to the evaluation documents.

History: Eff. 8/30/75, Register 55; am 2/16/2013, Register 205

Authority: [AS 14.07.020](#) [AS 14.07.060](#) [AS 14.20.149](#)

4 AAC 19.055. Reporting of evaluation results

Beginning July 1, 2016, a district shall report to the department not later than July 10 of each calendar year the number and percentage of teachers, administrators, and special service providers in the district at each of the performance levels described in 4 AAC [19.010\(e\)](#)(1) at the end of the preceding school year.

History: Eff. 2/16/2013, Register 205

Authority: [AS 14.07.020](#) [AS 14.07.060](#) [AS 14.20.149](#)

4 AAC 19.060. Evaluation training

A district's evaluation training must include training that provides for an assurance of inter-rater reliability.

History: Eff. 8/30/75, Register 55; am 2/6/2013, Register 205

Authority: [AS 14.07.020](#) [AS 14.07.060](#) [AS 14.20.149](#)

4 AAC 19.099. Definitions

In this chapter, unless the context requires otherwise,

(1) "administrator" has the meaning given in [4 AAC 12.900\(c\)\(2\)\(A\)](#);

(2) "measurement"

(A) means an assessment of student knowledge, understanding, or skill;

(B) includes an assessment that is not a standardized test;

(3) "measurement of student growth" means a comparison of a measurement of a student's knowledge, understanding, or skill in a subject before being taught by the teacher with a comparable measurement made after the student has been taught the subject by the teacher;

(4) "objective, empirical, and valid measurement" means an assessment of the extent of a student's knowledge, understanding, or skill that

(A) is based on verifiable data or information that has been recorded or preserved;

(B) can be repeated with the same expected result; and

(C) is not dependent on the point of view or interpretation of the person giving the assessment;

(5) "special service provider" means a certificated person employed by a school district in a special services area; in this paragraph, "special services area" has the meaning given in [4 AAC 12.900\(a\)](#);

(6) "student growth" means measurable gains made by a student in the student's knowledge, understanding, or skill in a subject;

(7) "student learning data" means objective, empirical, and valid measurements of a student's growth in knowledge, understanding, or skill in a subject that occurred during the time the student was taught that subject by a teacher;

(8) "teacher"

(A) has the meaning given in 4 AAC [12.900\(c\)\(1\)](#);

(B) includes a provider of special education who holds a certificate issued under 4 AAC [12.305](#).

History: Eff. 2/16/2013, Register 205

Authority: [AS 14.07.020](#) [AS 14.07.060](#) [AS 14.20.149](#)