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# State-Mandated Annual Evaluation Review Training

COMPLIANCE REVIEW  
2022-2023 SCHOOL YEAR EVALUATION REVIEW  
JULY, 2023

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## Idaho Code § 33-1004B(11)

A review of a sample of evaluations completed by administrators shall be conducted annually to verify such evaluations are being conducted with fidelity to the state framework for teaching evaluations, including each domain and identification of which domain or domains the administrator is focusing on for the instructional staff or pupil service staff member being evaluated, as outlined in administrative rule. The review shall be completed prior to November 1 of each year. The state board of education shall randomly select a sample of administrators throughout the state. A portion of such administrators' instructional staff and pupil service staff evaluations shall be equal to the ratio of the statewide instructional staff salary allowance to pupil service staff salary allowance... The State Board of Education shall report annually the findings of such reviews to the senate education committee, the house of representative education committee, the state board of education, and the deans of Idaho's approved teacher preparation programs.

# Certified Instructional and Pupil Service Staff Evaluation Reviews

Pursuant to Idaho Code 33-1014B(11), a review of a sample of instructional staff and pupil service staff evaluations shall be conducted annually.

Reviews are conducted in two phases:

- The first phase of the annual review focuses on compliance with the requirements called out in IDAPA 08.02.02.120.
- The second phase serves as a formative assessment of district evaluation policy and implementation and includes onsite visits to randomly selected districts and public charter schools.

# Review of Administrative Rules and Idaho Code



LEGAL REQUIREMENTS FOR CONDUCTING INSTRUCTIONAL STAFF AND  
PUPIL SERVICES STAFF EVALUATIONS



## **IDAPA 08.02.02.120 LOCAL DISTRICT EVALUATION POLICY -- INSTRUCTIONAL STAFF AND PUPIL SERVICE STAFF CERTIFICATE HOLDERS**

Each school district board of trustees will develop and adopt policies for certified staff performance evaluation using multiple measures in which criteria and procedures for the evaluation of certificated personnel are research based. For pupil service staff, those standards shall be aligned with the profession's national standards. For instructional staff, those standards shall be aligned to the state evaluation framework, Charlotte Danielson Framework for Teaching Second Edition, domains and components specified in Subsection 120.01 of this rule, and must be determined based on professional practice. For all certification personnel, domain or component ratings, or both, may be weighted based on the individual's individualized professional learning plan. If weighting the summative evaluation toward only two or three of the domains, the evaluation must indicate how this aligns with the individualized professional learning plan. The summative evaluation rating must be based on a combination of professional practice and student achievement as specified in Subsections 120.02 and 120.03. The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators, teachers, and parents. The evaluation policy will be a matter of public record and communicated to the certificated personnel for whom it is written.

## IDAPA 08.02.02.120 LOCAL DISTRICT EVALUATION POLICY -- INSTRUCTIONAL STAFF AND PUPIL SERVICE STAFF CERTIFICATE HOLDERS

01 Standards: Each district evaluation model shall be aligned to state evaluation framework minimum standards that are based on Charlotte Danielson’s Framework for Teaching Second Edition domains and components of instruction.

Domain 1 – Planning and Preparation	Domain 2 – The Classroom Environment	Domain 3 – Instruction and Use of Assessment	Domain 4 – Professional Responsiveness
Demonstrating Knowledge of Content and Pedagogy	Creating an Environment of Respect and Rapport	Communicating with Students	Reflecting on Teaching
Demonstrating Knowledge of Students	Establishing a Culture for Learning	Using Questioning and Discussion Techniques	Maintaining Accurate Records
Setting Instructional Outcomes	Managing Classroom Procedures;	Engaging Students in Learning	Communicating with Families
Demonstrating Knowledge of Resources	Managing Student Behavior	Using Assessment in Instruction	Participating in a Professional Community
Designing Coherent Instruction	Organizing Physical Space	Demonstrating Flexibility and Responsiveness	Growing and Developing Professionally
Designing Student Assessments			Showing Professionalism

## **IDAPA 08.02.02.120 LOCAL DISTRICT EVALUATION POLICY -- INSTRUCTIONAL STAFF AND PUPIL SERVICE STAFF CERTIFICATE HOLDERS**

### **02. Professional Practice:**

All certificated instructional employees must receive an evaluation in which at least a majority of the evaluation ratings must be based on Professional Practice. All measures included within the Professional Practice portion of the evaluation must be aligned to the state evaluation framework domains and components. Professional Practice shall include a minimum of two (2) documented observations annually, with at least one (1) observation being completed by January 1 of each year. In situations where certificated personnel are unavailable for two (2) documented classroom observations, due to situations such as long-term illness, late year hire, etc., one (1) documented classroom observation is acceptable. At least one (1) documented summative evaluation must include a rating for all components within each domain or indicate how the evaluation is weighted toward specific domains and aligned to the individualized professional learning plan of the applicable professional standards used for evaluation of certified personnel.

## IDAPA 08.02.02.120 LOCAL DISTRICT EVALUATION POLICY -- INSTRUCTIONAL STAFF AND PUPIL SERVICE STAFF CERTIFICATE HOLDERS

### 02. Professional Practice:

In addition to the domains and components of the state evaluation framework, district evaluation models shall also include at least one (1) of the following as a measure to inform the Professional Practice portion of each certificated instructional employee evaluations:

- a) Parent/guardian input;
- b) Student input; and/or
- c) c. Portfolios
  - Portfolio: An organized collection of artifacts that demonstrates an individual's performance, growth, and/or reflection regarding their professional practice, in alignment with the applicable professional standards used for evaluation (IDAPA 08.02.02.007)



## **IDAPA 08.02.02.120 LOCAL DISTRICT EVALUATION POLICY -- INSTRUCTIONAL STAFF AND PUPIL SERVICE STAFF CERTIFICATE HOLDERS**

### **03. Student Achievement:**

Instructional staff summative evaluation ratings must in part be based on measurable student achievement, as defined in Section 33-1001, Idaho Code, as applicable to the subjects and grade ranges taught by the instructional staff. All other certificated staff evaluations must include measurable student achievement or student success indicators, as defined in Section 33-1001, Idaho Code, as applicable to the position. This portion of the evaluation may be calculated using current and/or the immediate past year's data and may use one (1) year or both years' data. Growth in student achievement may be considered as an optional measure for all other school based and district based staff, as determined by the local board of trustees.

## Section 33-1001, Idaho Code

### 33-1001: Definitions:

(15) "Instructional staff" means those who hold an Idaho certificate issued under section 33-1201, Idaho Code, and who are either involved in the direct instruction of a student or group of students or who serve in a mentor or teacher leader position for individuals who hold an Idaho certificate issued under section 33-1201, Idaho Code.

(22) "Pupil service staff" means those who provide services to students, but are not involved in direct instruction of those students, and hold a pupil personnel services certificate.

# Section 33-1001, Idaho Code

## 33-1001: Definitions:

(18) "Measurable student achievement" means the measurement of student academic achievement or growth within a given interval of instruction for those students who have been enrolled in and attended eighty percent (80%) of the interval of instruction. Measures and targets shall be chosen at the school level in collaboration with the staff member impacted by the measures and applicable district staff and approved by the school board. Measures and targets must also align with the performance measures and benchmarks in the continuous improvement plan described in section 33-320, Idaho Code. The most effective measures and targets are those generated as close to the actual work as possible. Targets may be based on grade- or department-level achievement or growth goals that create collaboration within groups. Individual measurable student achievement targets and the percentage of students meeting individual targets must be reported annually to the state. Assessment tools that may be used for measuring student achievement and growth include:

- (a) Idaho standards achievement test (ISAT), including interim ISAT assessments;
- (b) Student learning objectives;
- (c) Teacher-constructed assessments of student growth;
- (d) Pre- and post-tests, including district-adopted tests;
- (e) Performance-based assessments;
- (f) Idaho reading indicator, which will be one (1) of the required assessment tools for applicable staff;
- (g) College entrance exams or preliminary college entrance exams such as PSAT, SAT, PACT, and ACT;
- (h) Advanced placement exams;
- (i) Career technical exams;
- (j) Number of business or industry certificates or credentials earned by students in an approved career technical education program;
- (k) Number of students completing career technical education capstone courses; and
- (l) Number of students enrolled in career technical education courses that are part of a program that culminates with business or industry certificates or credentials.

# Section 33-1001, Idaho Code

## 33-1001: Definitions:

(31) "Student success indicators" means measurable indicators of student achievement or growth, other than academic, within a predefined interval of time for a specified group of students. Measures and targets shall be chosen at the district or school level in collaboration with the pupil service staff member impacted by the measures and applicable district staff. Individual measurable student achievement targets and the percentage of students meeting each target must be reported annually to the state. Student success indicators include:

- a) Quantifiable goals stated in a student's 504 plan or individualized education plan.
- b) Quantifiable goals stated in a student's behavior improvement plan.
- c) School- or district-identified measurable student objectives for a specified student group or population.
- d) The percentage of students who create student learning plans in grade 8 or who annually update their student learning plans thereafter.
- e) The percentage of students who satisfactorily complete one (1) or more advanced opportunities options as identified in section 33-4602, Idaho Code, or who earn business or industry certificates or credentials. This indicator shall be one (1) of the required indicators for applicable staff.



## **IDAPA 08.02.02.120 LOCAL DISTRICT EVALUATION POLICY -- INSTRUCTIONAL STAFF AND PUPIL SERVICE STAFF CERTIFICATE HOLDERS**

### **04. Participants:**

Each district evaluation policy will include provisions for evaluating all certificated employees identified in Section 33-1001, Idaho Code. Evaluations shall be differentiated for certificated noninstructional employees and Pupil Service Staff Certificate holders in a way that aligns with the state evaluation framework to the extent possible and aligned to the pupil service staff's applicable national standards. Policies for evaluating certificated employees should identify the differences, if any, in the conduct of evaluations for nonrenewable contract personnel and renewable contract personnel

## Section 33-514, Idaho Code

### 33-514. ISSUANCE OF ANNUAL CONTRACTS — SUPPORT PROGRAMS — CATEGORIES OF CONTRACTS — OPTIONAL PLACEMENT:

(4) There shall be a minimum of one (1) written evaluation in each of the annual contract years of employment, which shall be completed no later than June 1 of each year. The evaluation shall include a minimum of two (2) documented observations, one (1) of which shall be completed prior to January 1 of each year. The requirement to provide at least one (1) written evaluation does not exclude additional evaluations that may be performed. No civil action for money damages shall arise for failure to comply with the provisions of this subsection.

# State Mandated Annual Evaluation Review Process

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PHASE 1 - DESK REVIEW

# State Mandated Annual Evaluation Review – Phase 1

## Process for the Desk Review:

- A randomized sample of administrators—representing approximately 10% of the evaluating administrators in the state—are selected for the Annual State Mandated Evaluation Review.
- A survey is emailed to the administrator to collect insight into how evaluation policies are implemented, capture perceptions of the administrator's practice, and collect the administrator's experience with evaluation.
- Administrators are asked to complete a form to collect emails of instructional staff and pupil services staff that they evaluated the year prior. An optional email is sent to the emails provided by the administrator to gain further information on the perception of certified staff members whom they had evaluated.
- A review team comes together to review the submitted evaluations. The results are communicated out to the Administrator and Superintendent or Charter Administrator.
- Administrators who had non-compliant components of their submitted evaluations are provided training to support them with conducting future evaluations.



# Instructional and Pupil Service Staff Evaluation Requirements pursuant to Idaho Administrative Rule, IDAPA 08.02.02.120

- Use of appropriate professional standards
  - Charlotte Danielson's Framework for Teaching Second Edition
  - National Professional Standards for Pupil Services Staff
  - Or other State Department of Education Approved Framework
- Two documented observations
  - One prior to January 1<sup>st</sup>
- An additional measure of professional practice
  - Student feedback or
  - Parent/guardian feedback or
  - Portfolio
- District/LEA/teacher selected measure of student achievement
  - Must include evidence of this measure
- At least one summative evaluation
  - All components rated
  - Combination of Professional Practice and Student Achievement
  - Summative evaluation completed no later than June 1st

# State Mandated Annual Evaluation Review Process

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PHASE 2 – ONSITE VISITS

# State Mandated Annual Evaluation Review – Phase 2

## Process for the Onsite Visits:

The second major phase of the review process involves on-site visits to a subset of Local Education Agencies whose evaluations were assessed in the desk review. The purpose of these visits would be to establish a dialogue with Local Education Agencies who were identified as having exceptional strengths or challenges in their evaluation practice. Through targeted feedback and interviews, the on-site visits would seek to inform improvements to the implementation of evaluation practices and compliance around the state. A review of the local education agencies policy is reviewed with the Superintendent or Charter Administrator during the onsite visit.