Teacher Evaluations

IDAPA, Idaho Code, Career Ladder Data System

IDAPA 08.02.02.120

[untitled (idaho.gov)](https://adminrules.idaho.gov/rules/current/08/080202.pdf)

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 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. 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.

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

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 Charlotte Danielson Framework for Teaching Second Edition 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 of the applicable professional standards used for evaluation of certified personnel. 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. Portfolios.

03. Student Achievement. Instructional staff 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.

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 Charlotte Danielson Framework for Teaching Second Edition 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.

05. Evaluation Policy – Content. Local school district policies will include, at a minimum, the following information:

a. Evaluation criteria -- statements of the criteria upon which certificated personnel will be evaluated and rated.

b. Evaluator -- identification of the individuals responsible for observing or evaluating certificated instructional staff and pupil service staff performance. The individuals assigned this responsibility shall have received training in conducting evaluations based on the statewide framework for evaluations within the immediate previous five (5) years of conducting any evaluations.

c. Communication of results -- the method by which certificated personnel are informed of the results of evaluation.

d. Personnel actions -- the action available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change. Note: in the event the action taken as a result of evaluation is to not renew an individual’s contract or to renew an individual’s contract at a reduced rate, school districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel.

e. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of certificated personnel evaluations.

f. Individualizing teacher evaluation rating system -- a plan for how evaluations will be used to identify proficiency and record growth over time and be used to develop individualized professional learning plans. Districts shall have an individualized teacher evaluation rating system with a minimum of three (3) ratings used to differentiate performance of teachers and Pupil Service Staff Certificate holders including:

i. Unsatisfactory being equal to “1”;

ii. Basic being equal to “2”; and

iii. Proficient being equal to “3”. iv. A fourth evaluation rating of Distinguished, being equal to “4,” may be used in addition to the three (3) minimum ratings at the discretion of the school district or charter school.

g. A plan for including all stakeholders including, but not limited to, teachers, board members, administrators, and parents in the development and ongoing review of their teacher evaluation plan.

06. Evaluation Policy – Frequency of Evaluation. The evaluation policy shall include a provision for evaluating all certificated personnel on a fair and consistent basis.

07. Evaluation Policy - Personnel Records. Permanent records of each certificated personnel evaluation will be maintained in the employee’s personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). Local school districts shall report the ratings of individual certificated personnel evaluations to the State Department of Education annually for State and Federal reporting purposes. The State Department of Education shall ensure that the privacy of all certificated personnel is protected by not releasing statistical data of evaluation ratings in local school districts with fewer than five (5) teachers and by only reporting that information in the aggregate by local school district.

08. Evaluation System Approval. Each school district board of trustees will develop and adopt policies for teacher and Pupil Service Staff certificated performance evaluation in which criteria and procedures for the evaluation are research based and aligned with the Charlotte Danielson Framework for Teaching Second Edition and national standards for pupil service staff as applicable. By July 1, 2014, an evaluation plan which incorporates all of the above elements shall be submitted to the State Department of Education for approval. Once approved, subsequent changes made in the evaluation system shall be resubmitted for approval.

# Measurable Student Achievement Indicators

[Section 33-1001 – Idaho State Legislature](https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH10/SECT33-1001/)

Idaho Code 33-1001 (18)

(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](https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH3/SECT33-320), 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.

# Student Success Indicators

Idaho Code 33-1001 (31)

(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](https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH46/SECT33-4602), Idaho Code, or who earn business or industry certificates or credentials. This indicator shall be one (1) of the required indicators for applicable staff.

# Idaho Professional Endorsement Eligibility

[Section 33-1201A – Idaho State Legislature](https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH12/SECT33-1201A/)

Idaho Code 33-1201A (6)

33-1201A.  IDAHO PROFESSIONAL ENDORSEMENT — ELIGIBILITY.

(1) Any instructional staff employee or any pupil service staff employee will receive mentoring as outlined in such employee’s individualized professional learning plan during the initial three (3) years of holding such certificate. Upon holding a certificate for three (3) years, any such instructional staff or pupil service staff employee may apply for an Idaho professional endorsement. Upon holding a professional endorsement for five (5) years or more, any such instructional staff or pupil service staff employee may apply for an Idaho advanced professional endorsement. Individuals who hold an instructional staff certificate and a pupil service staff certificate shall have their experience based on the overall years of experience if held consecutively or the certificate they have held the longest if dually certificated.

(2)  To be eligible for an Idaho professional endorsement, the instructional staff or pupil service staff employee must:

(a)  Have held a certificate and been employed in a public school for at least three (3) years or have completed a state board of education-approved interim certificate of three (3) years or longer;

(b)  Show they met the professional compensation rung performance criteria for two (2) of the three (3) previous years or the third year;

(c)  Have a written recommendation from the employing school district; and

(d)  Have an annual individualized professional learning plan developed in conjunction with the employee’s school district supervisor.

Instructional staff employees may provide additional evidence demonstrating effective teaching that may be considered in exceptional cases for purposes of determining proficiency and student achievement in the event required standards for professional endorsement are not met. Pupil service staff employees may provide additional evidence demonstrating effective student achievement or success that may be considered in exceptional cases for purposes of determining proficiency and student achievement or success in the event required standards for professional endorsement are not met.

(3)  To be eligible for an Idaho advanced professional endorsement, the instructional staff or pupil service staff employee must:

(a)  Have held a renewable certificate and been employed in a public school for at least eight (8) years or more or have completed a state board of education-approved interim certificate of three (3) years or longer and held a renewable certificate and been employed in a public school for five (5) years or more;

(b)  Show they met the professional compensation rung performance criteria for four (4) of the five (5) previous years or the third, fourth, and fifth year;

(c)  During three (3) of the previous five (5) years, have served in an additional building or district leadership role in an Idaho public school, including but not limited to:

(i)   Instructional specialist or instructional coach;

(ii)  Mentor;

(iii) Curriculum or assessment committee member;

(iv)  Team or committee leadership position;

(v)   Data coach; or

(vi)  Other leadership positions identified by the school district;

(d)  Have a written recommendation from the employing school district;

(e)  Have an annual individualized professional learning plan developed in conjunction with the employee’s supervisor and a self-evaluation; and

(f)(i)  Effective July 1, 2020, through June 30, 2021, show they have met the advanced professional compensation rung performance criteria for three (3) of the five (5) previous years or the fifth year;

(ii)  Effective July 1, 2021, through June 30, 2022, show they have met the advanced professional compensation rung performance criteria for three (3) of the five (5) previous years or the fourth and fifth year; or

(iii) Effective July 1, 2022, show they have met the advanced professional compensation rung performance criteria for three (3) of the five (5) previous years.

Instructional staff employees may provide additional evidence demonstrating effective teaching that may be considered in exceptional cases for purposes of determining proficiency and student achievement in the event required standards for the advanced professional endorsement are not met. Pupil service staff employees may provide additional evidence demonstrating effective student achievement or success that may be considered in exceptional cases for purposes of determining proficiency and student achievement or success in the event required standards for the advanced professional endorsement are not met.

(4)  Instructional staff and pupil service staff who have been certified in another state and have not previously held certification in the state of Idaho shall be eligible for the professional endorsement if they:

(a)  Have a written recommendation from the employing school district;

(b)  Have worked in a certificated position in a compact-member state other than Idaho pursuant to section [33-4104](https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH41/SECT33-4104), Idaho Code; and

(c)  Would have been eligible to work in a certificated position in an Idaho public school based on that certification for three (3) to eight (8) years.

(5)  Instructional staff and pupil service staff who have been certified in another state and have not previously held certification in the state of Idaho shall be eligible for the advanced professional endorsement if they:

(a)  Have a written recommendation from the employing school district;

(b)  Have worked in a certificated position in a compact-member state other than Idaho pursuant to section [33-4104](https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH41/SECT33-4104), Idaho Code; and

(c)  Would have been eligible to work in a certificated position in an Idaho public school based on that certification for nine (9) years or more.

(6)  Instructional staff and pupil service staff who have worked in an accredited private school and maintained their instructional or pupil service staff certification may use their years of private school work experience to meet the years of experience requirements for the professional and advanced professional endorsement. Such staff may provide additional evidence demonstrating effective teaching that may be considered in exceptional cases for purposes of determining proficiency and student achievement requirements for professional and advanced professional eligibility criteria.

(7)  Individuals holding a professional endorsement or an advanced professional endorsement will be annually evaluated in at least two (2) domains in the state evaluation framework approved by the state board of education. All other instructional or pupil service staff employees must be evaluated across all domains in the evaluation framework. Ratings in domain 2 or domain 3 are required as part of the advanced professional compensation rung performance criteria.

(8)  The state board of education shall promulgate rules implementing the provisions of this section.

(9)  For the purposes of this section:

(a)  "Certificate" means an Idaho instructional certificate, pupil service staff certificate, or out-of-state educator certificate that meets the requirements for reciprocity under rules promulgated by the state board of education;

(b)  In conjunction with the Idaho evaluation framework, "individualized professional learning plan" means an individualized professional development plan based on the Idaho framework for teaching evaluation and includes, at a minimum, identified interventions based on the individual’s strengths and areas of needed growth, how the individual will set student achievement and growth goals, and areas of identified professional development and mentoring that target continuous improvement in professional areas, future student achievement, and school building or district culture;

(c)  "Instructional staff" means those involved in the direct instruction of a student or group of students and who hold a certificate issued under section [33-1201](https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH12/SECT33-1201), Idaho Code;

(d)  "Pupil service staff" means those who provide services to students but are not involved in direct instruction of those students and who hold a certificate issued under section [33-1201](https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH12/SECT33-1201), Idaho Code; and

(e)  "School district" means a school district or a public charter school.

# Career Ladder Data Submission (CLDS)

<https://apps.sde.idaho.gov/StaffEval/>

* School Name/Number
* Name/EDUID Number of Individual
* Type of Evaluation (Instructional or Pupil Service Staff)
* Evaluation Result (Distinguished, Proficient, Basic, Unsatisfactory)
* Evaluation Date
* Individualized Professional Learning Plan (IPLP)
* Number of Components Unsatisfactory
* Number of Components Basic
* Percentage of Students Met Target
* Distinguished in Domain (Domain 2, Domain 3, Other Equivalent for Pupil Service Staff)
* Type of Leadership Role(s)
* Measurable Student Achievement Indicators
* Student Success Indicators
* Name/EDUID Number of Evaluator
* Certified/Submitted by Superintendent role

# Professional Endorsement Requirements

Certification webpage- <https://www.sde.idaho.gov/cert-psc/cert/>

Career Ladder Guidance- <https://www.sde.idaho.gov/cert-psc/shared/PE-APE-Career-Ladder-Guidance.pdf>

Professional Endorsement Recommendation Form- <https://www.sde.idaho.gov/cert-psc/shared/forms/LEA-Professional-Endorsement-Recommendation-Form.pdf>

Advanced Professional Endorsement Recommendation Form- <https://www.sde.idaho.gov/cert-psc/shared/forms/LEA-Advanced-Professional-Endorsement-Recommendation-Form.pdf>

For Questions Contact

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