

(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 performance;

(ii) promote

(iii) teach

and collaborate

(iv) promote

(v) respond

(C) implement

physical arrangement plan that

(i) establish

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(ii) establish

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(iii) include

and classroom

(7) A beginning

and the commu

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.

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(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. (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 14.07.060 AS 14.20.020
AS 14.07.020 AS 14.20.010

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

4 AAC 04.210. Highly qualified teachers. (a) Except as provided in (i) of this section, each district shall ensure that a teacher employed by the district is highly qualified if the teacher

(1) teaches a core academic subject after the start of the 2006-2007 school year; or

(2) was hired after June 13, 2004, and teaches a core academic subject in a school that receives funding under 20 U.S.C. 6301-6339 (Part A of Title I of the Elementary and Secondary Education Act).

(b) Except as provided in (e) and (f) of this section, a teacher is highly qualified to teach elementary school if the teacher holds a valid teaching certificate issued under AS 14.20.015, AS 14.20.017, AS 14.20.020, or AS 14.20.022, and

(1) repealed 5/20/2006; and

(2) repealed 5/20/2006; and

(3) taught elementary school in another state and was designated as highly qualified to teach elementary school by that state, and if the designation was not revoked or withdrawn;

(4) meets the objective uniform standard set out in 4 AAC 04.212(a) for a highly qualified elementary school teacher, if applicable; or

(5) has achieved the required score or higher on one of the Praxis II examinations described in the following table:

- (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. (Eff. 12/17/94, Register

132, am 4/20/97, Register 142; am 3/15/2007, Register 181; am 9/12/2008, Register 187)

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. 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. (Eff. 4/20/97, Register 142)

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

4 AAC 04.210. Highly qualified teachers. (a) Except as provided in (i) of this section, each district shall ensure that a teacher employed by the district is highly qualified if the teacher

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(b) Except as provided in (e) and (f) of this section, a teacher is highly qualified to teach elementary school if the teacher holds a valid teaching certificate issued under AS 14.20.015, AS 14.20.017, AS 14.20.020, or AS 14.20.022, and

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66; am 1/22/81, Register 77; am 8/30/84, Register 91; am 3/31/2005, Register 173)

Authority: AS 14.07.060

AS 14.20.150

Editor's note: This definition section note includes the history of the section in was 4 AAC 18.030 before publication of its former location. Register 99 (October 1986). Its history

Chapter 19. Evaluation of Professional Employees.

Section	Section
10. Purpose of evaluations	40. Use of the evaluation
20. Scope of evaluation	50. Development of local evaluation procedures
30. Method for evaluating professional employees	60. Evaluation training

REPEAL + READOPT

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. (Eff. 8/30/75, Register 55)

Authority: AS 14.07.020

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. (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. (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. (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. (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. (Eff. 8/30/75, Register 55)

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AND READOPTED
NEW LANGUAGE