

Alaska Department of Education & Early Development

*Senate Education Committee
January 16, 2013*



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State Education Policy – A.S. 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.

EED Mission

To ensure quality standards-based instruction to improve academic achievement for all students.

Content/Performance Standards

- A Teacher:
- ~~can describe their philosophy of education~~
- understands how students learn and develop, and applies that knowledge to their practice.
- teaches students with respect for their individual and cultural characteristics.
- knows the content area and how to teach it.
- facilitates, monitors, and assesses student learning.
- creates and maintains a healthy and active learning environment.
- works as a partner with parents, families, and the community.
- participates in and contributes to the teaching profession.
- helps students grow academically as measured by learning data

Changes

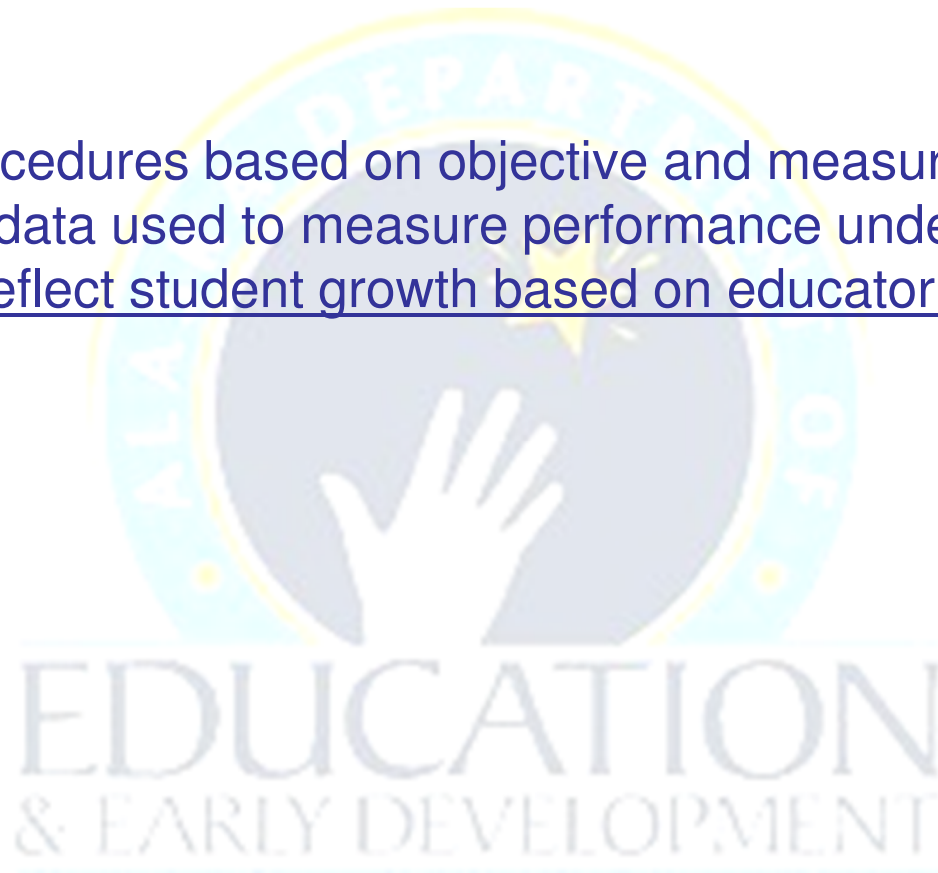
- Consider selected cultural standards.
- Provide training for evaluators to ensure inter-rater reliability.
- Use student learning data in the evaluation of teachers and administrators.

Learning Data

- Student learning data means measurements of a student's academic growth that occurred during the time the student was taught that subject by a teacher.
- Student growth refers to improvement, not proficiency. Growth would be measured from where the students start when they begin lessons with the teacher. Growth would be measured in ways that are appropriate to the students.
- Multiple measure must be used. (2-4 measurements)
- Student learning is measured in the aggregate, not individually
- Statewide assessments may be used in the same proportion as other measurements where applicable.

Flexibility in the Language

- 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.



Results

- Teachers and principals will be evaluated on each standard as to whether they are Exemplary, Proficient, Basic, Unsatisfactory
- If Basic or lower on one or more standards, overall rating may not be considered proficient or higher.
- If “Basic” in two or more standards, district will provide support and assistance and may place the teacher on a plan for professional growth.

Implementation Timeline

- Beginning 2015-16, districts shall include student learning data in teacher and administrator evaluations according to the following schedule:
- (A) 2015-2016 and 2016-2017-At least 20 percent of a teacher's or administrator's overall performance rating;
- (B) 2017-2018-At least 35 percent of a teacher's or administrator's overall performance rating;
- (C) 2018-2019 and after, 50 percent of a teacher's or administrator's overall performance rating.

EDUCATION
& EARLY DEVELOPMENT