

**01/16/13  
DISCUSSION:  
REGULATIONS  
LINKING TEACHER  
EVALUATIONS AND  
STUDENT TESTING**

<TARGET><BILL></BILL><SUBJECT>01-16-13 DISCUSSION  
REGULATIONS LINKING TEACHER EVALUATIONS AND STUDENT  
TESTING</SUBJECT><COMM>SEDC28</COMM></TARGET>

# Alaska State Legislature

## Senate Education Committee

Senator Gary Stevens, Chair

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MEMBERS:

Senator Charlie Huggins  
Senator Mike Dunleavy  
Senator Berta Gardner  
Senator Bert Stedman

### AGENDA

Wednesday, January 16, 2013

8:00 A.M. – 9:30 A.M.

Beltz Committee Room, #105 Thomas B. Stewart Building  
Juneau, Alaska

- \*+ “Discussion on newly adopted state regulations pertaining to linking teacher evaluations and student testing”
1. Presentation by DEED Commissioner Mike Hanley
    - a. Deputy Commissioner Les Morse
  2. Attending and invited to participate include the following:
    - a. Jim Merriner, Chair, AK State Board of Education & Early Development
    - b. Bruce Johnson, Exec. Director, AK Council of School Administrators
    - c. Rob Thomason, President, AK Council of School Administrators
    - d. Carl Rose, Exec. Director, Association of AK School Boards
    - e. John Pile, Exec. Director, AK Association of Elementary School Principals
    - f. Andre’ Layral, Exec. Director, AK Association of Secondary School Principals
    - g. Adam Mokolke, President, AK Association of Secondary School Principals
    - h. Rod Morrison, President-elect, AK Association of Secondary School Principals
    - i. LaDawn Druce, Vice-President, NEA-Alaska

\* First Hearing

- Previously Heard

+ Teleconferenced

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## Teacher test

### Foundation shows best way to evaluate educators

January 11, 2013

For years, educators have argued about the best ways to grade teachers' performance in the classroom. Some skeptics doubted it was possible to fairly evaluate teachers, partly because some teachers had brighter students while others faced classes filled with struggling kids.

That argument should end, thanks to a blockbuster new study from the Bill & Melinda Gates Foundation.

Researchers tracked 3,000 teachers in Dallas; New York; Charlotte, N.C.; and elsewhere over three years. They found that the most effective teachers can spur test scores of students who had lagged under less effective teachers. Most important: The best teachers produced test score and other academic gains even when students were randomly assigned to their classrooms.

In other words, this research tells us that good teachers can help all students, not just those who excel naturally. Key point: Researchers showed they could reliably identify those teachers *and* predict their impact on student learning.

A combination of three measures yield the most accurate evaluations, according to the study:

- Students' progress on standardized tests. That is the so-called "value-added" formula that shows how much a teacher catapults a student's academic growth or sets it back. The study says student growth should be a third to a half of a teacher's evaluation.
- Careful observations of teachers in front of their classes, either by principals or other trained observers.
- Surveys of students about what goes on in the classroom. Unsurprising conclusion: Kids often know which teachers are most effective.

Those three factors produced a result "teachers can trust," Vicki Phillips, a director in the education program at the Gates Foundation, told reporters.

That's a vital message to all teachers, principals and parents.

Across Illinois, many school districts are planning to roll out new evaluation systems. State law says student growth must account for at least 25 percent of a teacher's evaluation in the first two years, rising to at least 30 percent thereafter.

Many of the details, however, are left to administrators and union leaders to hash out in new labor contracts. In last year's CPS contract, for instance, Chicago Teachers Union officials tried but, fortunately for students, failed to water down CPS' new teacher evaluation system, which roughly follows the Gates model.

For principals, teachers and parents across the state, the Gates study provides compelling evidence of how teachers may be fairly judged.

These systems, however, still depend on buy-in from principals and teachers. And many districts in the state are still dawdling. That's why Illinois hasn't been freed by the U.S. Department of Education to craft its own academic benchmarks to boost student achievement and avoid sanctions for falling short of No Child Left Behind standards.

The Gates study should give Illinois educators confidence to accelerate progress and set these gold-standard evaluation systems in place. We know how to identify and reward the best teachers. And we know the result: Kids learn.

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(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) promoting

(iii) teaching and collaborating

(iv) promoting

(v) responding

(C) implementing a physical arrangement plan that

(i) establishing engaged, connected,

(ii) establishing maximum learning

(iii) including

and classroom

(7) A beginning teacher and the community 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, district in-services, or other professional de-

EXISTING REG'S

REPEAL

(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 Schools* 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.

**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;

(2) repealed 5/20/2006;

(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.

REPEAL

(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.

REPEAL

(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

- (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

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

### Chapter 19. Evaluation of Professional Employees.

- Section 10. Purpose of evaluations
- 20. Scope of evaluation
- 30. Method for evaluating professional employees

- Section 40. Use of the evaluation
- 50. Development of local evaluation procedures
- 60. Evaluation training

REPEAL + READOPT NEW

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)

Authority: AS 14.07.020 AS 14.07.060

ALL REPEALED  
AND READOPTED  
NEW LANGUAGE

# Alaska Department of Education & Early Development

*Senate Education Committee*  
*January 16, 2013*

EDUCATION  
& EARLY DEVELOPMENT



# Alaska Department of Education & Early Development

## **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

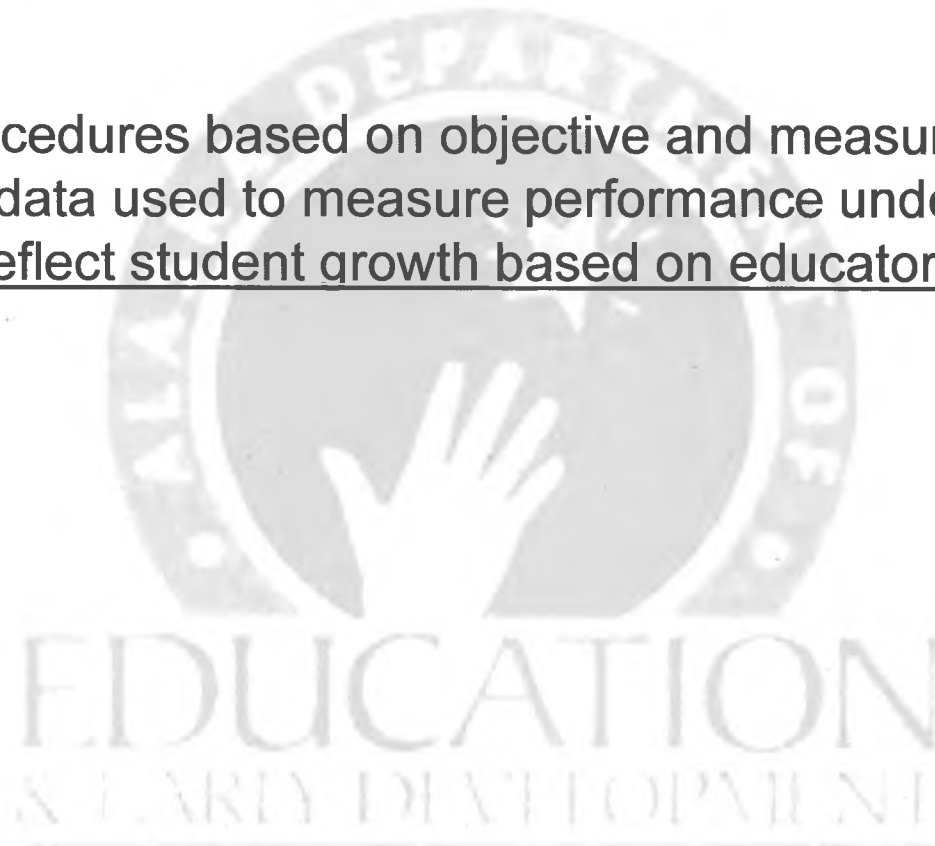
- Consider selected cultural standards.
- Provide training for evaluators to ensure inter-rater reliability.
- Use student learning data in the evaluation of teachers and administrators.

# 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

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 works closely with parents to achieve a high level of complementary educational expectations between home and school;

(4) 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.**

4 AAC 04.205 is amended by adding a new subsection to read:

(e) No later than July 1, 2015, a school district shall adopt 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 assessment 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 an assessment 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 assessment; 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 conditions under paragraph (3) of this subsection for use of the statewide assessment are met, use the data from the statewide assessment in at least as high a proportion as any other measurement of student growth used by the district;

(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. (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; districts 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 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 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 that standard or criterion;

(2) may place the teacher on a plan of professional growth.

(i) 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(e).

(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 determined by the district. (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;

(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) 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. (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

**4 AAC 19.050. Development of local evaluation procedures. Repealed.** (Eff.

8/30/75, Register 55; repealed \_\_/\_\_/2013, Register \_\_)

Authority: AS 14.07.020 AS 14.07.060

4 AAC 19 is amended by adding a new subsection to read:

**4 AAC 19.055. Reporting of evaluation results.** Beginning July 1, 2016, a district shall report to the department each year by July 10 of each calendar 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. (Eff.

\_\_/\_\_/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 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 service area, as defined under 4 AAC 12.900(a)(14);

(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” 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