

# ASD | Guardrail Monitoring Report: April 2022

## Guardrail 3 – April 2022

Guardrails are based on the community's values and represent actions which the Superintendent may not allow in pursuit of the District's student outcome goals.

### Guardrail 3

Superintendent will not allow unsatisfactory employee performance to go unidentified or unaddressed.

### Superintendent's Response

**Identifying unsatisfactory employee performance** involves a complicated process and varies between bargaining groups:

- The evaluation process for both tenured and nontenured **AEA employees** is described in Article 464 of AEA's Negotiated Agreement. The evaluation and improvement plan processes for both tenured and nontenured employees follow a growth model with the intent to identify and address employee performance with a growth mindset. This model uses the Framework for Teaching by Charlotte Danielson.
  - The Danielson Framework for Teaching identifies characteristics of effective teaching within Four Domains of Teaching Responsibility. These highlighted responsibilities clarify what teachers should know and be able to do in the implementation of their profession.
  - The Danielson Framework for Teaching evaluation system uses four types of ratings:  
**U: Unsatisfactory   B: Basic   P: Proficient   D: Distinguished**
  - **Unsatisfactory and Basic ratings** are considered not meeting ASD's standard goal for competency. Proficient and Distinguished ratings are considered desirable for our teachers to achieve. Utilized for this report are the bottom tiers, given the guardrail is designed to address these teaching behaviors.



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| Year                       | Total Evaluations | Teachers with at least one <b>Unsatisfactory</b> rating | Teachers with at least one <b>Basic</b> rating | Total number of teachers with at least one rating <b>below Proficient</b> |
|----------------------------|-------------------|---|--|---|
| <b>2019-2020</b>           | 1992              | 14  | 68   | <b>74</b> (8 with both U & B)   |
| <b>2020-2021</b>           | 2060              | 14  | 53   | <b>57</b> (10 with both U & B)  |
| <b>2021-2022 (to date)</b> | 1760 (to date)    | 13  | 91   | <b>101</b> (3 with both U & B)  |

- The evaluation process for **APA employees** is described in the “Evaluation Document for Administrative Employees of the APA Bargaining Unit.” Similar to the AEA evaluation process, the APA evaluation process is also viewed as a growth model with the intent to identify and address employee performance with a growth mindset.
- The evaluation for **classified employees** varies as described in the negotiated agreements for each bargaining unit.

**Addressing employee performance** issues ensues through two, distinct processes: evaluation, which is required on an annual basis, and discipline, which occurs when necessary. Overall, performance issues fall into the evaluation category and are addressed through the performance standards as described in bargaining unit agreements and related documents. However, there are instances in which violation of professional ethics or other disciplinary infractions occur, and employee discipline will follow in those cases. This discipline could become part of the overall employee evaluation process, or in many circumstances, is handled separately.

**Addressing unsatisfactory employee performance** occurs in a variety of positive ways ranging from offering training to coaching, collaboration meetings with colleagues, offering suggestions, and ideas for improvement. Sometimes these ideas are articulated in a Plan of Improvement (POI) designed to address areas rated Unsatisfactory in the evaluation process. When evaluative areas are rated Basic, principals develop a Plan of Growth (POG). These steps for addressing employee performance are described in Article 464 of the Negotiated Agreement and further described in the CEED.

When matters of employee discipline arise, all collective bargaining agreements have descriptions for procedural safeguards that allow the employee the opportunity to respond to the performance or employee conduct concerns at issue.

While there are situations in which employees may be terminated or non-retained due to performance issues or disciplinary action, there are other scenarios where employees resign in lieu of termination or non-retention. There are also multiple scenarios from which employees may be reassigned to positions that better suit their skill set.



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All of these scenarios take into consideration first and foremost what is best for students, as well as the individual employee and the District as a whole.

- **2019-20:** 11 teachers were non-retained, dismissed, or resigned in lieu of termination. Of these, 3 were tenured teachers, 8 were nontenured teachers. One additional nontenured teacher resigned while on a Plan of Improvement (POI)
- **2020-21:** 10 teachers were non-retained, dismissed, or resigned in lieu of termination. Of these, 4 were tenured teachers, 6 were nontenured teachers. No teacher resigned while in POI status.
- **2021-22 (to date):** 9 teachers have been non-retained, dismissed, or resigned in lieu of termination. Of these, 6 were tenured teachers, 3 were nontenured teachers. **Two** additional tenured teachers have resigned while on a POI. The number of nontenured non-retentions is expected to increase because non-retention notices are typically issued in May



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| Interim Guardrail 3.1   | Evaluation   |
|---|--|
| <p>The percentage of APA, Anchorage Principals' Association, members trained in the Danielson Framework for Teacher Evaluation will increase from 69% in Spring 2019 to 100% in Spring 2023.</p>  | <p>ASD's plan for next steps will ensure supports/efforts will be on target to meet this guardrail</p> |
| <p><b>Background Information regarding the training of Anchorage Principals' Association members in the Danielson Framework for Teacher Evaluation</b></p>  |  |
| <p>Identifying unsatisfactory employee performance involves a complicated process. The Danielson model is a growth model focused on coaching improvement for education professionals. Building level administrators are involved in a regular cycle of professional development and training focused on supporting the development and coaching of early career and struggling educators. This growth focused approach must be paired with consistently supported use of the formal evaluation system to both counsel out, and when necessary, formally non-retain those educators who are unable to achieve or effectively grow their professional skills to a level that will meet expected professional standards.</p> <p>In the <b>Elementary Division</b> building level administrators are prepared/supported in their evaluation responsibilities in the following ways:</p> <ul style="list-style-type: none"> <li>• All new APA members (principals or assistant principals) are assigned a Danielson Framework "Focus*" account when either hired or promoted into a certificated evaluation role.</li> <li>• All assistant principals participate in a monthly AP mentoring group that for several years has been hosted and managed by senior elementary principals. The meetings/group provide a "safe" space for APs to network with colleagues and ask questions or participate in professional conversations with other administrators.</li> <li>• All elementary principals are assigned a personal mentor (an established current building principal with at least three years of successful experience running a "similar" school) who they will work with for two academic years. Principal mentors are assigned at the divisional level.</li> <li>• All first-year principals participate in a monthly "new principal" meeting with their cohort colleagues facilitated by the Elementary Directors. These meetings center around "just in time" tasks and needs at the building level.</li> <li>• All elementary principals (new and established) work with their Director and Elementary Education on any evaluation cycle situations which potentially will involve the "improvement process."</li> </ul> |  |



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- Principals work hand in hand with their Director on every step of the improvement process. A representative of the division attends all meetings with the principal and staff member, provides templates for meeting notices, agendas, Plans of Improvement, Plans of Growth, mid-plan meetings, final determination meetings, memos of non-retention, discipline meetings, and artifacts, as well as all other mandatory documents.
- Division tracks all staff members in an improvement status including final disposition of the concerns articulated by the evaluator.

In the **Secondary Division** building level administrators are prepared/supported in their evaluation responsibilities in the following ways:

- All new APA members (principals or assistant principals) are assigned a Danielson Framework *Focus\** account when either hired or promoted into a certificated evaluation role.
- All new principals and assistant principals are provided a mentor principal to work with during the year. New principal/assistant principals are paired with experienced administrators in like positions to ensure support in the functions and duties of the varying positions. A commonality is teacher evaluation.
- All secondary principals (new and established) work with their director on any evaluation cycle situations which potentially will involve the “improvement process.”
  - Principals work hand in hand with their director on every step of the improvement process. Director attends all meetings with the principal and staff member, and provides templates for meeting notices, agendas, Plans of Improvement, Plans of Growth, mid-plan meetings, Final determination meetings, memos of non-retention, discipline meetings, and artifacts as well as all other mandatory documents.
  - Division tracks all staff members in an improvement status including final disposition of the concerns articulated by the evaluator.
- While not always addressing Danielson specifically, the work in Secondary initiatives, including Equal Opportunity Schools, Inclusive Practices, Professional Learning Communities and Collaboration Time, is grounded in teaching proficiency and best practice.

\*“Focus accounts” are a self-paced training resource/product that supports the evaluator’s skill development in collecting observational data and producing “ratings” consistent with the Danielson Framework rubrics for instructional performance. The following information captures the number of principals/assistant principals who completed the initial Focus Teachscape Danielson training:

- **2019-20:** 15 principals/assistant principals
- **2020-21:** 24 principals/assistant principals



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- **2021-22:** 15 principals/assistant principals; 1 director



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## Next Steps regarding training of Anchorage Principals' Association members in the Danielson Framework for Teacher Evaluation

In Fall 2022, the Elementary and Secondary Divisions will collaborate to determine and develop a district-wide plan for existing and new principals about the Danielson model of evaluation. This work will include discussions about how best to ensure continuity and consistency across the divisions while ensuring best teaching practices in our classrooms.



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| Interim Guardrail 3.2   | Evaluation   |
|---|--|
| <p>The percentage of classified supervisors trained in onboarding, induction, and evaluation of employee performance will increase from 0% in Fall 2021 to 100% in Fall 2022.</p>   | <p>ASD supports/efforts are on target to meet this guardrail</p> |
| <p>Background information concerning the training of classified supervisors in onboarding, induction, and evaluation of employee performance</p>  |  |
| <p>Supporting this guardrail, Talent Management and Employee Relations have partnered to launch a comprehensive training plan in onboarding, induction, and evaluation of employee performance for all classified supervisors and staff. To build capacity this plan includes mentoring and employee development as ASD believes the success of a supervisor is built on the success of those they supervise.</p> <p>The comprehensive training plan includes several components:</p> <ul style="list-style-type: none"> <li>• <b>Supervisor Academy:</b> Online learning modules to equip new classified supervisors with information and skills necessary to lead their teams in support of the District’s mission: <ul style="list-style-type: none"> <li>○ Staff Evaluation &amp; District Connection</li> <li>○ Recruitment &amp; Hiring</li> <li>○ Labor &amp; Employee Relations 101</li> <li>○ Information Technology &amp; applications for supervisors</li> <li>○ FMLA &amp; Employee Leave</li> <li>○ Business Management 101</li> <li>○ Project Management 101</li> </ul> </li> <li>• <b>Preparing Staff for Success IRL (in real life):</b> Face-to-face events designed to increase employee engagement to positively impact the work environment for all ASD employees. Sessions include: <ul style="list-style-type: none"> <li>○ Leading Employee Engagement</li> <li>○ Cultural Competency</li> <li>○ Mentoring and Coaching Employees</li> </ul> </li> </ul> |  |





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- Problem Solving
- **SOS (Skills of Success) Videos:** Skills of Success (S.O.S.) is an opportunity for staff to access short, consumable resources that focus on the development of soft skills
- **Induction and Onboarding Guidance:** Guide for department level induction and onboarding to provide:
  - Guidance for new staff arrival
  - Orientation Plan to include best practice in the development of onboarding and training plans



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## Next Steps concerning the training of classified supervisors in onboarding, induction, and evaluation of employee performance

In refinement after completion of the first year, the following adjustments will be made:

- **Supervisor Academy**
  - Establish accountability for required new supervisor participation
- **Induction and Onboarding Guidance**
  - Existing induction and onboarding guidance will be developed into online learning modules – learning modules will be included in all annual required trainings for classified supervisor

Providing professional development for all classified employees furthers the success of the supervisor and the work they do for ASD. Next steps include expanding the induction and onboarding training to online learning modules as part of all classified supervisors' required trainings each fall. Additionally, Talent Management is growing classified professional development opportunities through Hiring Manager Training, enhancing the Office Success Academy (formally known as Clerical Advance) through partnerships with district-wide stakeholders, and providing direct support to operational team leads.

- **Hiring Manager Training:** To confidently equip our Hiring Managers/Interview Panel Members to hire top talent. Well-trained interviewers protect the district from unintentional discrimination and ensure a consistently positive process which will result in better hires and higher retention of staff. Components will include:
  - Industry-based hiring practices
  - Hiring process tools and strategies
  - Interview training with competency-based interview guides
- **Office Success Academy (formerly known as Clerical Advance):** Provides year-long support and learning opportunities relevant to all job duties. Stakeholders include, but are not limited to: IT and ASD Apps, Records Management, Purchasing, Finance, Payroll, and Talent Management. Components will include:
  - Training will be provided in purposefully timed live events.
  - All training documentation and online modules will be accessible through a single point of access.



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- **Team Leads:** Talent Management will partner with direct reports of the Chief of Operations Office departments to identify and meet the learning needs of the team leads. Team leads are identified as employees that do not directly supervise, however guide the work of other individuals.



