UACT and CVUSD
Certificated Employee Development
and Evaluation Procedures

For The 2015-16 School Year
The purpose of an effective teacher/nurse development and evaluation system is to inform, instruct, and improve teaching and learning; to provide educators with prompt/timely and meaningful feedback on areas of strength and where improvement is needed; and to ensure fair and evidence-based employment decisions.

Timely professional development opportunities should be embedded throughout a member’s evaluation system to support their growth and advancement.
What I have realized is what really affects behavior and performance is the conversation between administrator(s) and bargaining unit member(s) on an ongoing basis throughout the school year.

If administration is using the evaluation process as a "gotcha" the evaluation process will never work in favor of site administration, teacher, nor students.
California Standards for the Teaching Profession (CSTPs)

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environment for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator
California Standards for the Teaching Profession (CSTPs)

- Importance of CSTPs:
  - Prompt reflection about student learning and teaching practice;
  - Formulate professional goals to improve teaching practice; and
  - Guide, monitor, and assess the progress of a teacher’s practice toward professional goals and professionally-accepted standards.
Probationary bargaining unit members are to be observed no less than two times per year and have at least one evaluation.

<table>
<thead>
<tr>
<th>Year:</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>At Least Two Observations – At Least One Evaluation</td>
<td></td>
</tr>
</tbody>
</table>
Permanent bargaining unit members are to be observed no less than one time per year and have at least one evaluation based on the following schedule:

<table>
<thead>
<tr>
<th>Years:</th>
<th>3</th>
<th>4</th>
<th>6</th>
<th>8</th>
<th>10</th>
<th>15</th>
<th>20</th>
<th>25</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>At Least One Observation – At Least One Evaluation</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Observations and Evaluations outside a permanent bargaining unit member’s evaluation cycle is at the discretion of the site administration.</td>
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Temporary bargaining unit members are to be observed no less than two times per year and have at least one evaluation.

<table>
<thead>
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<th>Year:</th>
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The Principal (or Immediate Supervisor in the case of the District Office) is responsible for informing the staff of the evaluation procedures during the first two weeks (first three weeks) of their evaluation year. Notification should be given through email.

- Check the email box that it was received and the receipt that it was opened.
- 2015-16 MOU to push back dates
Between the third week of school and the seventh week (ninth week) of school, the administrator and bargaining unit members will meet for their Standards and Key Elements meeting to select the required number of Standards from the CSTPs that will be evaluated in the course of the evaluation process.
For a bargaining unit member in probationary or temporary status, all standards and key elements will be selected for the focus of the evaluation.

The administrator and the bargaining unit members in permanent status shall select three (3) standards upon which the evaluation will be based.

- i. One standard selected by the bargaining unit member
- ii. One standard selected by the administrator
- iii. One standard selected jointly by the bargaining unit member and the administrator
- iv. Standard six – imbedded into Board Policy
Each employee should make a commitment to acquire the knowledge and skills necessary to fulfill his/her responsibilities and should focus on his/her contribution to the learning and achievement of district students. (B.P. 4119.21)

The Governing Board believes that, in order to maximize student learning and achievement, certificated staff members must be continuously learning and improving their skills. (B. P. 4131)

The Goals written to Standards and Key Elements have been discussed and agreed upon as of this date but may be modified per Article 15 of the CBA

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The Classroom Observation Form will be used for the purpose of recording classroom observations.

A minimum of one formal classroom observation is required for permanent bargaining unit members.

A minimum of two formal classroom observations are required for non-permanent bargaining unit members.

No limit on informal observations
Conejo Valley Unified School District
PERMANENT OBSERVATION REPORT

TEACHER: [Blank]  OBSERVER: [Blank]
PERMANENT: [Blank]
CLASS/ACTIVITY OBSERVED: [Blank]  TIME IN: [Blank]  TIME OUT: [Blank]
DATE OF OBSERVATION: [Blank]  DATE OF CONFERENCE: [Blank]  NO. OF STUDENTS: [Blank]

STANDARD I – Engaging and Supporting Students in Learning
OBSERVATIONS:

STANDARD II – Creating and Maintaining Effective Environments for Student Learning
OBSERVATIONS:

STANDARD III – Understanding and Organizing Subject Matter for Student Learning
OBSERVATIONS:

STANDARD IV – Planning Instruction and Designing Learning Experiences for Students

STANDARD V – Informally Assessing Student Learning

SUMMARY COMMENTS (Required):
Recommendations and Commendations:

SIGNATURE OBSERVER: [Blank]  TITLE: [Blank]

THIS REPORT HAS BEEN DISCUSSED WITH ME IN CONFERENCE WITH THE OBSERVER.
(The observee may, within Ten (10) working days, make a written response to the observation, and the same will be filed with the observation. A SIGNATURE ON THIS OBSERVATION DOES NOT NECESSARILY SIGNIFY AGREEMENT WITH THE OBSERVATION.)

SIGNATURE OBSERVEE: ___________________________ DATE: ___________________________
The evaluation shall focus on progress towards meeting the selected standards.

In preparing the final evaluation document, the administrator shall rely exclusively upon the following:

- Data collected through actual formal and informal classroom observations/walk-throughs of the bargaining unit member’s performance.
- The discussions in observation and evaluation conference(s).
CONEJO VALLEY UNIFIED SCHOOL DISTRICT
PERMANENT CERTIFICATED PERSONNEL EVALUATION

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<th>Evaluator:</th>
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<td>Assignment:</td>
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<td>Evaluator’s Initials:</td>
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The goals written to Standards have been reviewed and agreed upon as of this date but may be modified per Article 9 of the CBA.

Evaluator Signature: _________________________ Date: 
Employee Signature: _____________________________ Date: 

RATINGS:  D-Distinguished: Exceeds California Standards for the Teaching Profession  P-Proficient: Meets California Standards for the Teaching Profession  DE-Developing: Developing to meet California Standards for the Teaching Profession  U- Unsatisfactory: Does not meet California Standards for the Teaching Profession

This evaluation document is based on the California Standards for the Teaching Profession (CSTP).

- Rating of Developing requires the evaluator to provide written evidence of support, future support provided and a timeline to meet expectations. The bargaining unit member may request to be placed into voluntary PAR for one year based on an overall rating of developing. If the bargaining unit member is accepted into Voluntary PAR, they would be out of the evaluation cycle the following school year while receiving support from a consulting teacher.

- Rating of Unsatisfactory requires the evaluator to provide written evidence of support, future support provided and a timeline to meet expectations. The overall rating of Unsatisfactory will result in the Bargaining Unit member participation into PAR the following school year. The bargaining unit member will not participate in the evaluation cycle the following year based while receiving support for a consulting teacher.

☐ OVERALL RATING: _____  Recommendation: _____

Evaluator Signature: _________________________ Date: 
Employee Signature: _____________________________ Date: 

Employee’s Comments: Attach Separate Page

My signature acknowledges that I have seen and discussed this evaluation but does not necessarily imply agreement with the conclusions of the evaluator.
**RATINGS:**

- **D-Distinguished:** Exceeds California Standards for the Teaching Profession
- **P-Proficient:** Meets California Standards for the Teaching Profession
- **DE-Developing:** Developing to meet California Standards for the Teaching Profession
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<td>1.2</td>
<td>Connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests</td>
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<td>Using a variety of instructional strategies, resources, and technologies to meet students’ diverse learning needs</td>
<td>The teacher seldom uses a range of instructional strategies, resources, and technologies that are appropriate to students’ learning goals. The teacher seldom makes adjustments to respond to students’ diverse needs.</td>
<td>The teacher intermittently uses a range of instructional strategies, resources, and technologies that are appropriate to students’ learning goals. The teacher intermittently responds to students’ diverse needs.</td>
<td>The teacher regularly uses a range of instructional strategies, resources, and technologies that are appropriate to students’ learning goals. The teacher makes regular adjustments to respond to students’ diverse needs.</td>
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<td>1.5</td>
<td>Promoting critical thinking through inquiry, problem solving, and reflection</td>
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<td>1.6</td>
<td>Monitoring student learning and adjusting instruction while teaching</td>
<td>The teacher seldom checks for understanding during lessons and seldom makes adjustments to instruction based on students’ needs.</td>
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</table>

**Overall Rating** (U – Unsatisfactory, D – Developing, P – Proficient, D – Distinguished)

Evaluator Comments/Future Goals: ___________

Employee Developed Goals: ___________
If the bargaining unit member receives an overall rating of “developing” in the written evaluation document, a Site-Level Development Plan document must be completed during the evaluation conference or a follow-up evaluation conference.

Define how this happens - majority of boxes checked as “developing” or “unsatisfactory”.
At the time of the evaluation conference for a bargaining unit member who receives an overall “unsatisfactory” final evaluation, she/he must be informed in writing by the administrator that the bargaining unit member must participate in the Required Peer Assistance and Review (PAR) process the following school year.

Define
I. Identify each Standard with an Overall Rating of Unsatisfactory or an Overall Rating of Developing and identify specific expectations for proficient professional performance.

II. Record assistance which has already been provided in the deficient CSTP Standard (Overall rating of Developing/Unsatisfactory). This assistance should include specific assistance related to the areas of deficiency noted above. List additional assistance to be provided which is specifically related to the areas of deficiency.

III. Employee must correct deficiencies in performance:

☐ Prior to the final evaluation of the current school year.

☐ Prior to the final evaluation of the following school year.

☐ Employee is required to be in PAR next school year based on an overall Unsatisfactory Rating. Please complete the CIPAR Teacher Referral: Required Form

IV. Employee has asked to be placed in voluntary PAR next school year based on an overall Developing Rating.

The Evaluation Conference was held on: ________

Evaluator’s Signature: ___________________________ Date: ________
Evaluator’s Name (printed): ______________________

Employee’s Signature: __________________________ Date: ________
Employee’s Name (printed): ______________________

Employee’s Comments: Attach separate page

My signature acknowledges that I have seen and discussed this evaluation, but does not necessarily imply agreement with conclusions of the evaluator.

Evaluator Initials: ________ Employee Initials: ________

Personnel File:

Evaluator: ________
CBA Article 34: The goal of a peer assistance program (voluntary) or a peer assistance and review (required) program is to help teachers develop practices to improve instruction and student performance.
CBA - EVALUATIONS

- Review Collective Bargaining Agreement Language for Article 15: Employee Development and Evaluation Procedures
## Process Timelines / MOU

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week: 1 – 2 / 1 – 3</td>
<td>Notification to Teacher</td>
</tr>
<tr>
<td>Week: 3 – 7 / 4 – 9</td>
<td>Standards and Key Elements Meeting</td>
</tr>
<tr>
<td>By March 1st</td>
<td>All unit members should have received at least one written report of a formal observation</td>
</tr>
<tr>
<td>Week: 30</td>
<td>Final Evaluation Meeting Must Be Held</td>
</tr>
<tr>
<td>Week: 32</td>
<td>Evaluation due to Personnel Services</td>
</tr>
<tr>
<td></td>
<td>Please work with Personnel Office If There Are Any Possible Non-Reelects</td>
</tr>
</tbody>
</table>
The Goals written to Standards and Key Elements have been discussed and agreed upon as of this date but may be modified per Article 15 of the CBA:

<table>
<thead>
<tr>
<th>Employee:</th>
<th>Probationary:</th>
<th>Temporary:</th>
<th>Evaluator:</th>
<th>Conference Date:</th>
<th>School Site:</th>
</tr>
</thead>
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<table>
<thead>
<tr>
<th>Standard</th>
<th>Instructional Strategies</th>
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Evaluator Signature: Date:
Employee Signature: Date:
## Conejo Valley Unified School District

### Permanent Certified Personnel Evaluation

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**Contract Status:** Permanent

### Standard Selected by the Teacher:

- **Teacher's Initials:**

### Standard Selected by the Evaluator:

- **Evaluator's Initials:**

### Standard Selected Jointly by Teacher and Evaluator:

- **Teacher's Initials:**
- **Evaluator's Initials:**

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- **Evaluator Signature:** _________________________  **Date:** ___
- **Employee Signature:** _____________________________  **Date:** ___

### Ratings:

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### Overall Rating:

- **Evaluator Signature:** _________________________________________  **Date:** ___
- **Employee Signature:** ___________________________________________  **Date:** ___

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# Engaging and Supporting All Students in Learning Evaluation Tool: Standard 1

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**Overall Rating** (U – Unsatisfactory, DE - Developing, P – Proficient, D – Distinguished)

Evaluator Comments/Future Goals: 

Employee Developed Goals: 

## Observation Form

### Detailed Information in Relation to Observation Form:

#### Activity (Method and Techniques)
The lesson, lecture, demonstration, discussion, panel, student reports.

#### Equipment Used (If Any)
A.V., other aids (commercial or homemade), sufficient quantity.

#### Response of Students
Attentiveness, interaction (verbal), appearance of understanding lesson, demonstration of skill, students exhibit what instructor expects of them.

#### Organization
Opening and ending procedures, grouping, necessary material readily available, optimum use of time, lesson plans, organized and in sufficient detail to enable teacher to maintain continuity.

#### Appearance of Room or Area (Within Control of Teacher)
Neatness, organized, light, heat, bulletin boards, pleasant atmosphere, is room shared.

#### Factors Affecting Class
Number of students, composition of class, interruptions, weather, activity that day or previous and subsequent to, Special Education students.

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### Standard I – Engaging and Supporting Students in Learning

**OBSERVATIONS:**

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### Standard II – Creating and Maintaining Effective Environments for Student Learning

**OBSERVATIONS:**

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### Standard III – Understanding and Organizing Subject Matter for Student Learning

**OBSERVATIONS:**

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### Standard IV – Planning Instruction and Designing Learning Experiences for Students

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### Standard V – Informally Assessing Student Learning

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**Summary Comments** (Required):
Recommendations and Commendations:

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**Signature Observer:**

**Title:**

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**This report has been discussed with me in conference with the observer.**
(The observee may, within Ten (10) working days, make a written response to the observation, and the same will be filed with the observation. **A signature on this observation does not necessarily signify agreement with the observation.**)

**Signature Observee:**

**Date:**
I. Identify each Standard with an Overall Rating of Unsatisfactory or an Overall Rating of Developing and identify specific expectations for proficient professional performance.

II. Record assistance which has already been provided in the deficient CSTP Standard (Overall rating of Developing/Unsatisfactory). This assistance should include specific assistance related to the areas of deficiency noted above. List additional assistance to be provided which is specifically related to the areas of deficiency.

III. Employee must correct deficiencies in performance:

☐ Prior to the final evaluation of the current school year.

☐ Prior to the final evaluation of the following school year.

☐ Employee is required to be in PAR next school year based on an overall Unsatisfactory Rating. Please complete the CiPAR Teacher Referral: Required Form

IV. Employee has asked to be placed in voluntary PAR next school year based on an overall Developing Rating.

The Evaluation Conference was held on:

Evaluator’s Signature
Evaluator’s Name (printed)

Employee’s Signature
Employee’s Name (printed)

My signature acknowledges that I have seen and discussed this evaluation, but does not necessarily imply agreement with conclusions of the evaluator.

Employee’s Comments: Attach separate page

Evaluator Initials: __________ Employee Initials: __________

Personnel File
Evaluator

July 1, 2015
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Parting Tips

- Be professional and calm - if you're not, that's the only thing the teacher will remember.
- Drop a note after the observation. Something short and positive.
- Meet with the member ASAP after the evaluation. The anxiety is tough to handle.
- Ask questions before making statements about what happened. The Socratic Method may get you more reflection than you think.
QUESTIONS