

**UACT and CVUSD
Certificated Employee Development
and Evaluation Procedures**



For The 2015-16 School Year

INTRODUCTION

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.

THE IMPORTANCE OF CONVERSATIONS

- ▣ 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

- Probationary bargaining unit members are to be observed no less than two times per year and have at least one evaluation.

Year:	1	2
At Least Two Observations – At Least One Evaluation		

Permanent Bargaining Unit Member

- 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:

Years:	3	4	6	8	10	15	20	25	30
At Least One Observation – At Least One Evaluation									
Observations and Evaluations outside a permanent bargaining unit member's evaluation cycle is at the discretion of the site administration.									

Temporary Bargaining Unit Members

- Temporary bargaining unit members are to be observed no less than two times per year and have at least one evaluation.

Year:	Every Year
At Least Two Observations – At Least One Evaluation	

Notification Of Evaluation Year

- ▣ 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

Standards and Key Elements

- ▣ 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.

Standards and Key Elements

- ▣ 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



**CVUSD PERMANENT CERTIFICATED PERSONNEL EVALUATION
STANDARDS AND KEY ELEMENTS CONFERENCE**

Employee:

Permanent:

Evaluator:

Conference Date:

School Site:

Standard & Key Elements (PLEASE SELECT FROM STANDARDS 1-6)	Instructional Strategies (Please refer to the CSTP Classroom Document to facilitate discussion)	Evaluation Tools
<u>Standard</u> <input type="checkbox"/> Per Employee	<input type="checkbox"/>	<input type="checkbox"/>
<u>Standard</u> <input type="checkbox"/> Per Administrator	<input type="checkbox"/>	<input type="checkbox"/>
<u>Standard</u> <input type="checkbox"/> Jointly Select by Employee and Administrator	<input type="checkbox"/>	<input type="checkbox"/>

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~~

Evaluator Signature:

Date:

Employee Signature:

Date:

PROBATIONARY/TEMPORARY CERTIFICATED PERSONNEL EVALUATION

STANDARDS AND KEY ELEMENTS CONFERENCE

Employee:

Probationary: Temporary:

Evaluator:

Conference Date: School Site:

Standard & Key Elements (STANDARDS 1-6)	Instructional Strategies (Please refer to the CSTP Classroom Document to facilitate discussion)	Evaluation Tools
<u>Standard</u> 1	<input type="text"/>	<input type="text"/>
<u>Standard</u> 2	<input type="text"/>	<input type="text"/>
<u>Standard</u> 3	<input type="text"/>	<input type="text"/>
<u>Standard</u> 4	<input type="text"/>	<input type="text"/>
<u>Standard</u> 5	<input type="text"/>	<input type="text"/>
<u>Standard</u> 6	<input type="text"/>	<input type="text"/>

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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:

Evaluator Signature:	Date:
Employee Signature:	Date:

Observation Process

- ▣ 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: [REDACTED] OBSERVER: [REDACTED]
PERMANENT:
CLASS/ACTIVITY OBSERVED: [REDACTED] TIME IN: [REDACTED] TIME OUT: [REDACTED]
DATE OF OBSERVATION: [REDACTED] DATE OF CONFERENCE: [REDACTED] NO. OF STUDENTS: [REDACTED]

STANDARD I – Engaging and Supporting Students in Learning

OBSERVATIONS: [REDACTED]

STANDARD II – Creating and Maintaining Effective Environments for Student Learning

OBSERVATIONS: [REDACTED]

STANDARD III – Understanding and Organizing Subject Matter for Student Learning

OBSERVATIONS: [REDACTED]

STANDARD IV – Planning Instruction and Designing Learning Experiences for Students

[REDACTED]

STANDARD V – Informally Assessing Student Learning

[REDACTED]

SUMMARY COMMENTS (Required):

Recommendations and Commendations:

[REDACTED]

SIGNATURE OBSERVER: _____ TITLE: _____

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: _____

Bargaining Unit Member Evaluation

- ▣ 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**

Name: []	School: []	School Year: <u>2015-2016</u>	Evaluator: []
Contract Status: Permanent		Assignment: []	

Standard selected by the teacher: [] Teacher's Initials: _____	SEE ATTACHED STANDARDS AND KEY ELEMENTS CONFERENCE FORM
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Standard selected by the evaluator: [] Evaluator's Initials: _____	SEE ATTACHED STANDARDS AND KEY ELEMENTS CONFERENCE FORM
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Standard selected jointly by teacher and evaluator: [] Teacher's Initials: _____ Evaluator's Initials: _____	SEE ATTACHED STANDARDS AND KEY ELEMENTS CONFERENCE FORM
---	---

The goals written to Standards have been reviewed and agreed upon as of this date but may be modified per Article 15 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.

<input type="checkbox"/> OVERALL RATING: [] Recommendation: []		
<table border="1"> <tr> <td>Evaluator Signature: _____ Date: [] Employee's Comments: Attach Separate Page</td> <td>Employee Signature: _____ Date: [] My signature acknowledges that I have seen and discussed this evaluation but does not necessarily imply agreement with the conclusions of the evaluator.</td> </tr> </table>	Evaluator Signature: _____ Date: [] Employee's Comments: Attach Separate Page	Employee Signature: _____ Date: [] My signature acknowledges that I have seen and discussed this evaluation but does not necessarily imply agreement with the conclusions of the evaluator.
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Bargaining Unit Member Evaluation

▣ RATINGS:

- **D-Distinguished:** Exceeds California Standards for the Teaching Profession
- **P-Proficient:** Meets California Standards for the Teaching Profession
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- **U-Unsatisfactory:** Does not meet California Standards for the Teaching Profession

**ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING
EVALUATION TOOL: STANDARD 1**

RATING	KEY ELEMENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
■	1.1 Using knowledge of students to engage them in learning	The teacher seldom uses information provided by district, school, and family to guide instruction to promote student engagement or learning.	The teacher intermittently uses information provided by district, school, and family to guide instruction to promote student engagement or learning.	The teacher regularly uses information provided by district, school, and family to guide instruction to promote student engagement or learning.	The teacher makes ongoing use of information provided by district, school, and family, to guide instruction to promote student engagement or learning. The teacher facilitates as students take ownership of their learning.
■	1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests	The teacher seldom makes connections between the learning goals and the students' prior knowledge, life experiences, and interests. The teacher seldom elicits responses from students during a lesson to monitor their understanding.	The teacher intermittently makes connections between the learning goals and the students' prior knowledge, life experiences, and interests. The teacher intermittently elicits responses from students during a lesson to monitor their understanding.	The teacher regularly makes connections between the learning goals and the students' prior knowledge, life experiences, and interests. The teacher regularly elicits responses from students during a lesson to monitor their understanding.	The teacher facilitates as students connect and apply their prior knowledge, life experiences, and interests to new learning and the achievement of learning goals. The teacher elicits responses from students during a lesson to monitor their understanding.
■	1.3 Connecting subject matter to meaningful, real-life contexts	The teacher seldom uses real-life connections during instruction. The teacher seldom seeks feedback from students regarding relevance of subject matter to students' lives.	The teacher intermittently uses real-life connections during instruction. The teacher intermittently seeks feedback from students regarding relevance of subject matter to students' lives.	The teacher regularly uses real-life connections during instruction. The teacher regularly seeks feedback from students regarding relevance of subject matter to students' lives.	The teacher makes ongoing use of real-life connections during instruction. The teacher seeks feedback from students regarding relevance of subject matter to students' lives.
■	1.4 Using a variety of instructional strategies, resources and technologies to meet students' diverse learning needs	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.	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.	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.	The teacher makes ongoing use of a wide range of instructional strategies, resources, and technologies that are appropriate to students' learning goals. The teacher makes ongoing adjustments to respond to students' diverse needs.
■	1.5 Promoting critical thinking through inquiry, problem solving, and reflection	The teacher seldom provides learning opportunities for students to engage in problem solving, analysis, or inquiry. The students are seldom given opportunities to communicate their learning using clear and precise academic language.	The teacher intermittently provides learning opportunities for students to engage in problem solving, analysis, or inquiry. The students are given occasional opportunities to communicate their learning using clear and precise academic language.	The teacher regularly guides and supports students in problem solving, analysis, or inquiry. The students are regularly provided with opportunities to communicate their learning using clear and precise academic language.	The teacher acts as facilitator as all students extend thinking, and engage in problem solving, analysis, or inquiry. The students communicate their learning using clear and precise academic language.
■	1.6 Monitoring student learning and adjusting instruction while teaching	The teacher seldom checks for understanding during lessons and seldom makes adjustments to instruction based on students' needs.	The teacher intermittently checks for understanding during lessons and intermittently makes adjustments to instruction based on students' needs.	The teacher regularly checks for understanding during lessons and makes ongoing adjustments to instruction based on students' needs.	The teacher extends learning opportunities for students during lessons and makes ongoing adjustments to instruction based on students' needs.

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

Evaluator Comments/Future Goals: ■

Employee Developed Goals: ■

Bargaining Unit Member Evaluation

- ▣ 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”.

Bargaining Unit Member Evaluation

- ▣ 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

**SITE LEVEL DEVELOPMENT PLAN DOCUMENT
EVALUATION DOCUMENT**

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

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.

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

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 _____

Employee's Signature _____

Date _____

Evaluator's Name (printed) _____

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.

Personnel File Evaluator

Evaluator Initials: _____

Employee Initials: _____

PAR Referral

- ▣ 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

Timeline	Event
Week: 1 - 2 / 1 - 3	Notification to Teacher
Week: 3 - 7 / 4 - 9	Standards and Key Elements Meeting
By March 1 st	All unit members should have received at least one written report of a formal observation
Week: 30	Final Evaluation Meeting Must Be Held
Week: 32	Evaluation due to Personnel Services

Please work with Personnel Office If There Are Any Possible Non-Reelects

Peer Assistance and Review (PAR)

Last Day Of April	A permanent teacher may request Voluntary PAR
Last Day of April	The School Principal shall refer a permanent teacher with an unsatisfactory evaluation to PAR
No Later than Last Day of May	The CiPAR Governance Committee will issue a decision about PAR Participation For the following school year

PROBATIONARY/TEMPORARY CERTIFICATED PERSONNEL EVALUATION

STANDARDS AND KEY ELEMENTS CONFERENCE

Employee:

Probationary: Temporary:

Evaluator:

Conference Date: School Site:

Standard & Key Elements (STANDARDS 1-6)	Instructional Strategies (Please refer to the CSTP Classroom Document to facilitate discussion)	Evaluation Tools
<u>Standard</u> 1	<input type="text"/>	<input type="text"/>
<u>Standard</u> 2	<input type="text"/>	<input type="text"/>
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<u>Standard</u> 4	<input type="text"/>	<input type="text"/>
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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:

Evaluator Signature:	Date:
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**CVUSD PERMANENT CERTIFICATED PERSONNEL EVALUATION
STANDARDS AND KEY ELEMENTS CONFERENCE**

Employee:

Permanent:

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Evaluator Signature:	Date:
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**CONEJO VALLEY UNIFIED SCHOOL DISTRICT
PERMANENT CERTIFICATED PERSONNEL EVALUATION**

Name: <input style="width: 80%;" type="text"/>	School: <input style="width: 80%;" type="text"/>	School Year: <u>2015-2016</u>	Evaluator: <input style="width: 80%;" type="text"/>
Contract Status: Permanent		Assignment: <input style="width: 80%;" type="text"/>	

Standard selected by the teacher: <input style="width: 80%;" type="text"/> Teacher's Initials: _____	SEE ATTACHED STANDARDS AND KEY ELEMENTS CONFERENCE FORM
Standard selected by the evaluator: <input style="width: 80%;" type="text"/> Evaluator's Initials: _____	SEE ATTACHED STANDARDS AND KEY ELEMENTS CONFERENCE FORM
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<input type="checkbox"/> OVERALL RATING: <input style="width: 80%;" type="text"/> Recommendation: <input style="width: 80%;" type="text"/>	
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**ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING
EVALUATION TOOL: STANDARD 1**

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Evaluator Comments/Future Goals: ■

Employee Developed Goals: ■

Conejo Valley Unified School District
PERMANENT OBSERVATION REPORT

TEACHER: [REDACTED] OBSERVER: [REDACTED]

PERMANENT:

CLASS/ACTIVITY OBSERVED: [REDACTED]

TIME IN: [REDACTED]

TIME OUT: [REDACTED]

DATE OF OBSERVATION: [REDACTED]

DATE OF CONFERENCE: [REDACTED]

NO. OF STUDENTS: [REDACTED]

STANDARD I – Engaging and Supporting Students in Learning

OBSERVATIONS: [REDACTED]

STANDARD II – Creating and Maintaining Effective Environments for Student Learning

OBSERVATIONS: [REDACTED]

STANDARD III – Understanding and Organizing Subject Matter for Student Learning

OBSERVATIONS: [REDACTED]

STANDARD IV – Planning Instruction and Designing Learning Experiences for Students

[REDACTED]

STANDARD V – Informally Assessing Student Learning

[REDACTED]

SUMMARY COMMENTS (Required):

Recommendations and Commendations:

[REDACTED]

SIGNATURE OBSERVER: [REDACTED]

TITLE: [REDACTED]

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: _____

**SITE LEVEL DEVELOPMENT PLAN DOCUMENT
EVALUATION DOCUMENT**

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

I. 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.

II. 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 _____

Employee's Signature _____ Date _____

Evaluator's Name (printed) _____

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.

Personnel File
Evaluator

Evaluator Initials: _____ Employee Initials: _____

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