

ARTICLE 16 - EVALUATION AND PROFESSIONAL STANDARDS

The parties endorse a high level of professional preparation and competence for all members of the bargaining unit. Attaining and maintaining high professional standards requires a joint commitment to provide the assistance, support, and proper teaching environment needed for the success of the bargaining unit member. Standards shall be clear and consistent. The parties shall use the California Standards for the Teaching Profession (CSTP); and the jointly developed Continuum of Standards for the Teaching Profession, which includes the CSTP Indicators (CSTP Continuum), will serve as a guide for reflective practice, continuous improvement, and evaluation.

SECTION 1 - Pre-Evaluation

In order to achieve the objectives above, and to ensure a just and equitable process that leads to genuine Professional growth, a pre-Evaluation process shall exist for FTA unit members as outlined:

1. No FTA unit members shall be evaluated without a pre-Evaluation.
2. A pre-Evaluation must start at least one year prior to an evaluation of any permanent unit member. If a pre-Evaluation is not done at least one year prior, an official evaluation cannot be done for any permanent unit member. Pre-evaluation must be completed in the current school year by the same administrator who began the process. A pre-evaluation not completed in the current school year, will default to the next 3 year evaluation cycle.
3. The pre-Evaluation can only be used as way to improve professional growth.
4. All pre-evaluations will include a minimum of two classroom observations done by the person who will evaluate the unit member the following year per number 2 above .
5. The purpose of the pre-evaluation classroom observation is to identify any of the six standards of the CSTP that may potentially result in a "Growth Expected" or "Not Meeting Standards". If a potential Growth Expected or Not Meeting Standards rating is observed by the evaluator, the evaluator and unit member will meet and develop a written plan that gives the unit member one year to improve. If the pre-evaluation classroom observation results in FTA unit members receiving a "Demonstrates Expertise" or "Meets Standards" in any of the six standards of the CSTP, no further evaluation will take place for these unit members for either 3 or 5 years.
6. The evaluator and site administrator must allow any unit member assessed a pre-evaluation Growth Expected or Not Meeting Standards rating an opportunity for at least three (3) days of release time in the current school year to observe best practices in classrooms of the same subject matter with a teacher that is meeting the CSTP standards.
7. The evaluator and site administrator must allow any unit member assessed a pre-evaluation Growth Expected or Not Meeting Standards rating an opportunity for at least five (5) days of release time for peer coaching with another unit member/s chosen by the evaluatee.

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8. The evaluator and evaluatee will meet at least once a month to discuss progress towards improvement in the areas rated Growth Expected (GE) and/or Not Meeting Standards (NMS). These monthly meetings will include tools, resources, and the application of these tools and resources to help the evaluatee successfully improve in the area/s rated GE and NMS.
9. The evaluator will demonstrate how to implement the tools and resources in a classroom by modeling the use of the tools/resources in the evaluatee's classroom at least twice during the pre-evaluation process. If additional modeling is needed, the evaluator shall provide the modeling.
10. No part of the pre-evaluation process shall be used in a negative way for the evaluation of unit members. This includes but is not limited to any notes documented, electronic or hard copy.

Section 2-

~~Evaluation: Evaluation is recognized as a desirable method to achieve the improvement of instruction, to identify skills and abilities that contribute to the success of the educational program, and to redirect skills and abilities that do not result in optimum student growth. The District accepts as a fundamental premise for a successful evaluation program the necessity for mutual respect and confidence to exist between the evaluator and those evaluated. Evaluation is a process that includes an evaluation plan with established performance goals and objectives for advancement of professional practices and the completion of the evaluation instrument.~~

2.1 Probationary and temporary unit members shall be evaluated annually. Permanent and temporary unit members with more than three years' full-time service shall be evaluated at least every three years. This section shall not be construed to be in conflict with any subsequent sections of this Article.

1.1 2.2 Permanent unit members who have been with the District at least five (5) consecutive years, and whose most recent evaluation rating is "meets" standards may be evaluated up to every five years, provided the unit member and his/her evaluator consent. At any time, the unit member may withdraw consent to this extended cycle.

2.2.1 A decision to grant this extended cycle shall be made on an individualized basis by the deciding administrator.

2.2.2 Upon request, the administrator shall provide written reasons to a unit member who was denied placement on the extended cycle.

1.1.1 ~~2.2.3~~ The judgment of the evaluator to place a unit member on the extended cycle is not grievable, except for an allegation that the decision was not determined on an individualized basis.

2. Evaluation Ratings:

~~2.1~~ Unit members shall receive an overall rating of "Demonstrates Expertise," "Meets Standards," "Growth Expected," or "Not Meeting Standards" in each of the six standards of the CSTP. It is the intent of the parties to encourage unit members to advance their teaching practice on a continual basis against the standards in the CSTP. This shall be pursued by using the CSTP Continuum, and by unit members developing their own individual evaluation plans that identify goals and objectives for the improvement of professional practice and student learning to be used during the course of the evaluation process. Unit members are encouraged to conduct a self-assessment to assist in identifying goals and objectives for improving their professional practice and student learning.

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The judgments reached by the evaluator are subject to the grievance procedure ~~if ALL of the following are true:~~

- ~~A. The member is a permanent, non-probationary & non-temporary teacher,~~
 - ~~B. The member has received Demonstrates expertise and/or Meets Standards and/or Minimally Meets Standards in any of the six standards of the CSTP on his/her 2 prior evaluations~~
 - ~~C. The members current evaluator has marked him/her as Growth Expected or Not Meeting Standards in any of the six standards of the CSTP on his/her current evaluation.~~
- Judgments concerning the professional practice of the unit member shall be reasonably related to multiple sources of information consistent with the standards in the CSTP and the CSTP Continuum

3. Criteria for Evaluation:

3.1 The criteria for evaluation shall be based on the Education Code, Sections 44660-44665 (Stull Act), the CSTP and the CSTP Continuum.

~~3.2 Assessment shall be based on reflection, observation, documentation, and conference in relation to measuring the effectiveness of professional practice and growth in student learning.~~

3.4 No unit member shall be held accountable for any deficiencies in the educational program over which he/she has no authority to correct.

4. Evaluation Plan Procedures and Timelines:

4.1 Before the close of the first three (3) weeks ~~from the commencement of the first day of student instruction,~~ unit members to be evaluated shall be notified. ~~The evaluator shall be the same one used during the pre-evaluation process for each unit member being evaluated unless the unit member makes a request for a new evaluator.~~ The evaluatee shall be provided with the CSTP and the CSTP Continuum.

4.2 By the end of the sixth (6th) week ~~from the commencement of the first day of student instruction,~~ each evaluatee shall be

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Deleted: <#>Consistent with 3.1 above, the criteria for every teacher evaluation shall include the use of multi-faceted evidence of teacher practice, student learning, and professional contributions to determine the level of teacher effectiveness in measuring progress of students towards established standards of expected student achievement, such as student results on pre-tests, end-of-course tests, multiple formative and District wide benchmark assessments, objective performance-based assessments; student learning objectives; student performance on English language proficiency assessments. ¶

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responsible for preparing a written Evaluation Plan containing specific performance goals and objectives and identifying standards to be achieved for improving professional practice and optimizing student academic growth. The evaluatee may record sessions with the evaluator for record keeping purposes.

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4.2.1 The evaluatee shall present the Evaluation Plan to his/her evaluator in a preliminary evaluation conference. The evaluator may propose additional goals, objectives and standards for each evaluatee in accordance with the evaluatee's position and assignment, consistent with the standards in the CSTP, but final goals and objectives shall be determined by the evaluatee.

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4.2.2 The written Evaluation Plan, containing all performance goals, objectives and standards shall be finalized and signed by the evaluatee and the evaluator. Both the evaluator and evaluatee shall keep a copy of the final Evaluation Plan.

4.2.3 The Evaluation Plan, as developed by the evaluatee shall be congruent to the CSTP and the CSTP Continuum.

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4.2.4 The Evaluation Plan shall include identification of at least one standard of the CSTP; at least one of the evaluatee's goals and objectives for the purpose of professional growth; and the evaluatee's goals and objectives for the progress of students towards established standards of expected student achievement based on the Criteria for Evaluation in 3.1 above. (NOTE: This is distinct from the purpose of the evaluation form, which focuses on all six standards.)

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4.2.5 The Evaluation Plan may be revised during the course of the year by the evaluator in consultation with the evaluatee but only if the evaluatee agrees to the revisions.

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5. Classroom Observation Procedures and Timelines:

5.1 An observation shall include one or more of the following components: District goals and objectives; individual school/department goals and objectives; and/or individual employee goals and objectives; and shall be based on performance assessment criteria.

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5.2 An observation shall include information from at least one full teacher lesson presentation and shall be followed by a conference within five (5) school days of the observation during which the evaluator and the unit member shall review the Lesson Observation Form and the evaluator's assessment of evaluatee's performance, as well as the evaluatee's progress in achieving the goals, objectives and standards identified in the evaluatee's Evaluation Plan.

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5.3 At least one (1) observation shall occur prior to the end of each November.

5.3.1 No observation shall occur within 15 work days of any prior observation, unless there is an instructionally related reason.

5.3.2 The Evaluator will provide written evidence to support "growth expected" and/or "not meeting standards".

5.4 The unit member's evaluator shall make constructive suggestions for correction of any cited areas rated as "growth expected" and/or "not meeting standards," and provide reasonable assistance and

support as determined appropriate by the evaluator and evaluatee. Such assistance and support may include one or more of the following:

- 5.4.1 Joint development of an improvement plan with objective criteria to measure progress towards stated goals and timelines for achieving these goals. This plan must be different than all plans used during the pre-evaluation period.
- 5.4.2 Release time to observe best practices and/or attending professional development aligned to the CSTP elements in which improvement is needed.
- 5.4.3 Release time for peer coaching related to the CSTP elements in which improvement is needed.
- 5.4.4 An additional classroom observation by another observer selected by mutual agreement of the evaluator and the unit member to provide feedback and suggestions for improvement. The observation shall include information from at least one full teacher lesson presentation and shall be followed by a conference of the observation during which the observer, evaluator and unit member shall review the lesson observation.

5.5 If the evaluator determines that the cited areas which do not meet standards have reached proficient levels of practice, this will be noted in the employee's subsequent observation.

5.6 A panel shall be established by the District and the Association to monitor and review the overall effectiveness of the assistance and support options identified in section 5.4 above. To ensure confidentiality, the panel shall conduct its review on a system-wide basis and without reference to any individual unit member's performance.

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5.7 The finalized formal observation form and any attachments shall be signed by the unit member and primary evaluator, with copies provided to the unit member. Unit members shall be able to attach a written response to observations within 10 working days of receipt from evaluator. A signature does not constitute agreement with the judgement of the evaluator.

5.8 At least 4 formal observations shall take place prior to a "Does Not Meet Standards" rating in any area of the 6 CSTP's on the summative evaluation.

6. Formative and Summative Evaluation Procedures and Timelines

6.1 A formative Evaluation shall be completed prior to the end of the first semester. Evaluators must provide evidence to support rating of "growth expected" and/or "not meeting standards". If the formative evaluation rating for a permanent unit member indicates that said member is "not meeting standards," he/she shall choose one of the following options:

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6.1.1 continue through the evaluation process with no intervention or structured assistance; or

6.1.2 request structured administrative intervention and support which shall include identification of the specific professional practices and/or growth in student learning that do not meet standards, the specific support the administration will offer to the teacher towards achieving a proficient level of practice, and/or growth

in student learning and the timeline for the teacher to accomplish the improvement; and/or

6.1.3 request referral for peer support and assistance designed to improve professional practices and achieve proficiency. Evaluator shall include observations made by peer coaches if evaluatee request inclusion of peer coach observations.

6.2 The summative evaluation shall be submitted at least sixty (60) calendar days prior to the end of the unit member's school year. Prior to the end of the unit member's school year, a meeting shall be scheduled by the evaluator with the unit member to discuss the evaluation, unless the unit member is unable to attend due to a leave of absence.

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6.3 Whenever a permanent unit member receives a rating on his/her summative evaluation of "not meeting" or "growth expected" in any of the six (6) CSTP's because of deficits in his/her professional practices ~~and/or in the extent of growth in student learning~~, the District shall provide the unit member with a Teacher Development Plan to support and assist the unit member during the ensuing school year in improving his/her performance. The Teacher Development Plan shall include goals for improving professional practices and student learning, together with objective criteria to measure progress towards stated performance and student learning goals.

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6.4 The evaluator and the unit member shall sign the summative evaluation, and a copy shall be given to the unit member. The unit member's signature merely signifies acknowledgement of receipt. If the unit member refuses to sign the evaluation, it will be so noted by the evaluator on the form, along with the date on which the document was provided to the unit member.

6.5 Unit members shall be able to attach a written response to formative and summative evaluations within 10 working days of receipt from evaluator.

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7. The District and the Association, as needed, shall jointly develop evaluation forms which conform to the provisions of this article.

8. The evaluation procedures delineated in this Article do not apply to Nurses, Speech/Language Pathologists, Early Learning Teachers and Librarians.

Side Letter of Agreement:

The District agrees to enter into a Side Letter of Agreement with the Association for the purpose of establishing:

1. A joint committee tasked with the development of evaluation forms and support procedures for Nurses, Speech/Language Pathologists, and Librarians. The joint committee's recommendations for evaluation forms and support procedures will be submitted to the District and the Association within 90 work days of the initial meeting of the joint committee, unless the timelines for submission are extended by mutual agreement of the joint committee.
2. A Continuum of Practice Committee comprised of equal members from both the District and the Association will review the CSTP Continuum and make recommendations consistent with 2.1 and 2.2 below that will be presented to the Professional Learning and Curriculum and Instruction Departments for agreement prior to implementation. The CSTP Indicators and Self-Assessment as agreed to by the District and Association in negotiating their 2013-2016 Collective Bargaining Agreement shall remain intact without any revisions or modifications.

2.1 The Committee will review the CSTP Continuum, update the elements in order to assure alignment with the CCSS and develop strategies for engaging in conversations concerning student criterion reference test results.

2.1 The Committee will develop a library of evidence/documentation to demonstrate mastery of the CSTP Continuum.

