

ARTICLE XIX - EMPLOYEE EVALUATION

This program is a work in progress. This article will be an automatic opener for negotiations for 5 years.

A. Goals

1. The goals of the evaluation process are the following:
 - To acknowledge and support the wide-ranging practice and experience of all Piedmont certificated employees.
 - To provide a clear structure, using the *California/Piedmont Standards for the Teaching Profession*, for delineating specific areas of teacher growth and student learning.
 - To allow for varied systems that recognize the multitude of professional assignments covered under the APT contract, e.g. counselors, teacher-librarians, psychologists, learning specialists, etc..
 - To encourage collaboration and innovation.
 - To foster authentic professional dialogue among participants.

B. Timeline:

1. The timeline for evaluation is consistent with Ed Code 44664.

Component	Timeline
Notification of evaluation process	By September 15
<ul style="list-style-type: none"> ● Teacher completes self-assessment ● Teacher/Administrator identify Classroom Visitation or Action Research Model ● Teacher/Administrator set goals for the year 	By October 15
<ul style="list-style-type: none"> ● Teacher/Administrator meet for pre-observation conference(s) ● Administrator observes in the classroom ● Teacher/Administrator meet for post-observation conference(s) and develop improvement plan, if needed. ● Teacher/Administrator reflect upon student assessment data ● Teacher observes peer(s) and reflects on observation. 	October-April
<ul style="list-style-type: none"> ● Notification of possible <i>Unsatisfactory</i> rating. 	End of first semester
<ul style="list-style-type: none"> ● Notification of <i>Teachers Engaged in Active Mentoring (TEAM)</i> support program referral ● Notification of possible <i>Developing</i> rating. 	March 31

<ul style="list-style-type: none"> Teacher solicits student feedback/Reflects upon student feedback Teacher solicits parent feedback/Reflects upon parent feedback. 	<p>Mid-Year/End of Year</p> <p>Mid-Year</p>
<ul style="list-style-type: none"> Administrator completes and gives final evaluation form to the teacher 	30 calendar days prior to last day of school
<ul style="list-style-type: none"> Teacher/Administrator complete final evaluation conference 	Prior to last day of school

C. Evaluation Process/Procedures -

1. Evaluation is a continuing process including, but not limited to, the formal process outlined in this contract. It is the responsibility of the District to evaluate and assess employee competency as it reasonably relates to the California/Piedmont Standards for the Teaching Profession, the Education Code, the contract, the teacher’s job description, and Board policy. The evaluation shall include a goal setting process and be based on the following four point rubric.

Four Point Rubric for Each Standard Evaluated

<input type="checkbox"/> Unsatisfactory/ Does Not Meet Standard	<input type="checkbox"/> Developing Professional Support Needed	<input type="checkbox"/> Effective/ Proficient	<input type="checkbox"/> Highly Effective/ Innovating
Performance is clearly unacceptable, does not meet standards, and needs to be improved immediately. Re-evaluation and professional support plan are required.	Teachers are not expected to remain at this level; performance has deficiencies which must be addressed. A professional support plan will be implemented to meet standards (if indicated above).	Describes solid, expected professional performance which meets or exceeds standards. Areas for growth will be identified.	This level is reserved for truly outstanding teaching that meets very demanding criteria and exceeds standards. Includes teacher leadership at the school or district level. Areas for growth will be identified.

2. Piedmont Unified School District offers two models for evaluation: classroom visitation and action research. While all teachers may choose the classroom visitation model, the action research model (available only to teachers with Permanent Status or whose prior three evaluations have been Satisfactory and/or Effective/Proficient or higher in all observed Standards of the California/Piedmont Standards for the Teaching Profession) must be mutually agreed upon by the certificated employee and the evaluator.

3. Teachers hired after October 15 shall meet with their evaluator within two weeks to initiate the Evaluation Process.
4. Evaluation and assessment of the the performance of each teacher shall be made on a continuing basis, every year for non-tenured teachers and at least every other year for tenured teachers with permanent status or at least every five years for tenured teachers with permanent status and ten years of experience in the district, in accordance with Education Code.
5. The five year plan is an option for tenured teachers who have been employed by the district for at least ten years, who meet the Federal definition of Highly-Qualified, and whose prior two evaluations have been Satisfactory and/or Effective/Proficient or higher in all observed Standards of the California/Piedmont Standards for the Teaching Profession.
 - a. If these criteria have been met, the teacher and evaluator may mutually agree that the teacher will be evaluated only once every five years using the Classroom Visitation Model. The re-evaluation will occur in the fifth year after the previous evaluation (i.e., a teacher evaluated in 2011-12 will be re-evaluated in 2016-17).
 - b. Agreement to follow the Five-Year plan must be made at the conclusion of the evaluation before the five-year period begins (i.e., in the example above, the Five-Year plan must be agreed to at the conclusion of the 2011-2012 evaluation).
 - c. During the five year period the supervising evaluator may notify the teacher, in writing, by July 1 of specific circumstances which will result in a change in the evaluation timeline effective the following school year.

D. Components Required of both models:

1. All teachers will self-assess on the California/Piedmont Standards for the Teaching Profession on the *Continuum of Teaching Practice*. (Appendix)
2. All teachers will complete the *Student Data Reflection Form*. (Appendix)
3. With the evaluator, the teacher will select goals from two C/PSTP's, in addition to Standard 5, Assessing for Student Learning, to address during the school year, with observation(s) and conferencing to follow.
4. Reflections on collected student and parent feedback, and administrator feedback will be incorporated.
5. Reflections on student growth and achievement will be incorporated.
6. The observation of one peer (minimum) will be incorporated.

7. Collaboration (e.g., Common Assessments, Cross-Curricular Projects) will be incorporated.
8. Evaluator formal and/or informal observation(s) will be incorporated.
9. Evaluator and teacher will mutually decide on the type and scope of evidence used to show that goals have been adequately addressed. Evidence may include: Sample lesson/unit plans, Student work/ projects, Class rules and procedures, Discipline records, Professional Learning Communities, Membership in professional organizations, Formal and informal mentoring, Participation on committees, Technology used, Use of student learning teams, Materials to promote critical thinking and problem solving, Collaborative lesson planning, Video tapes of lessons/students performances, Audiotapes of lessons/student performances, Photographs, Use of professional literature to inform instruction, Writing professional articles, Data/feedback collected by teacher, Data/feedback collected by coach/administrator, Artifacts from professional conference, workshops, and reading, Records of student progress (grade book, charts, graphs, tables) on curricular goals, Feedback from partner/team members, Record of parent communication

E. Classroom Visitation Model is a method of supervision that enables a staff member to work with administrators/evaluator to examine, to refine and to enhance professional growth and student learning through classroom observations and conferencing.

1. All teachers may choose this model.
2. To the extent possible, work performed for the *Beginning Teacher Support and Assessment* (BTSA) program (including forms) will fulfill the requirements of evaluation under the Classroom Visitation Model. The evaluator shall keep the BTSA mentor apprised of the teacher's progress throughout the evaluation process.
3. Teachers new to Piedmont who do not qualify for BTSA will also participate in the Classroom Visitation Model.
4. The structure for the Classroom Visitation Model will be as follows:
 - a. The classroom visitation model is a method of supervision that enables a teacher to work with an evaluator to examine, to refine, and to enhance teaching and learning through classroom observations and conferencing.
 - b. Observations will be grouped in clusters (units, topic, goals, etc.), usually three class meetings in a row, unless the evaluator and teacher mutually agree that another approach is more appropriate.

c. There will be a minimum of three formal observations.

F. Action Research Model is a method of supervision that enables a staff member to confirm competence and document professional growth and student achievement in a selected focus area either individually or collaboratively.

1. The Action Research Model must be mutually agreed upon by teacher and evaluator.
2. The California/Piedmont Standards for the Teaching Profession will serve as a framework for teacher focus.
3. The structure for the Action Research Model will be as follows:
 - a. Goals:
 - i. Explore in depth new ideas/interests in order to refine teaching skills and promote professional growth and student achievement;
 - ii. Document professional growth and student achievement in selected C/PSTP goal areas by providing a systematic and organized collection of evidence as mutually agreed to by the evaluator and teacher.
 - b. The Action Research Model offers three options of participation:
 - i. Teacher, evaluator
 - ii. Teacher, evaluator, and selected colleagues
 - iii. Group of teachers evaluated by an evaluator on collaborative work related to teaching and learning.
 - c. Examples of possible focus areas for Action Research:
 - i. Student work/ projects
 - ii. National Board Certification
 - iii. Instructional Strategies
 - iv. Developing Standards Based Curriculum
 - v. Assessments
 - vi. Project-Based Learning
 - vii. Calibrating Assessments
 - viii. Case Study of Student(s)

G. Goal Setting Process

1. Goal Setting Conference:
 - a. Prior to the Goal Setting Conference the teacher will:
 - i. Complete the *Self-Assessment on the Continuum of Teaching Practice* (Appendix). (Self-Assessment is not turned in to evaluator.)

- ii. Complete the *Student Data Reflection Form* (Appendix) if adequate data is available (i.e., teacher librarians, resource specialists, counselors, etc., may not have data).
 - iii. Review identified areas for continuing growth from previous evaluation.
- b. At the goal setting conference, the evaluator and teacher shall:
 - i. Discuss the teacher's reflection on *Self-assessment on the Continuum of Teaching Practice* (Appendix).
 - ii. Discuss how the teacher will use results from the *Student Data Reflection Form* (Appendix).
 - iii. Discuss identified areas for continuing growth from previous evaluation.
 - iv. With the evaluator, the teacher will identify two C/PSTP's, in addition to Standard 5, to be the focus of the evaluation.
 - v. The teacher and evaluator will fill out the *Goal Setting Conference Agreement Form* (Appendix).
 - vi. The teacher and evaluator will agree upon the model for evaluation (Visitation or Action Research).
 - vii. Every effort should be made to reach agreement on goals and model for evaluation, but in the event that the teacher and evaluator cannot agree upon goals and/or the model to follow, the evaluator shall have the final responsibility for choosing the goals and/or model.

H. Observations

1. The goal of an observation is to examine, to refine, and to enhance professional growth and student learning.
2. Formal Observations:
 - a. Pre-observation conference
 - i. Using the *Pre Conference Conversation Questions* (Appendix) as a guide, the teacher and evaluator will discuss and outline a plan for the observation period, including dates and times for formal observations and the communication and timing of feedback. The *Pre Conference Conversation Questions* are meant as suggestions for guiding the conversation; they are not a required list, and written responses are not expected.
 - b. Observations
 - i. There will be a minimum of 3 formal observations for the Classroom Visitation Model, Formal observations shall be scheduled at a mutually agreed-upon time, and shall be no less than one half-hour to ensure full understanding of the lesson's objectives.

- ii. There will be at least 1 formal observation for the Action Research Model. When possible, the action research work will be the focus of the observation.
 - iii. For either model, there may also be unscheduled informal observations with flexible parameters and feedback. At the start of an unscheduled observation, the evaluator will make his or her presence in the classroom known to the teacher.
 - iv. If, during the observation period, the evaluator identifies a need for immediate improvement in an area that was not identified during the goal-setting process, an addendum to the *Goal Setting Conference Agreement Form* may be developed. An improvement plan will be developed, including specific means for assessing improvement (e.g., an additional formal observation).
- c. Post-Observation Conference
 - i. If the evaluator is observing the teacher in a cluster (usually three class meetings in a row), the evaluator shall meet with the teacher within one week of the last cluster observation.
 - ii. If the evaluator is observing the teacher over an extended period, the evaluator shall meet with the teacher within one week of each observation.
 - iii. Using the *Post Conference Conversation Questions* (Appendix) as a guide, the teacher and evaluator will discuss and reflect upon the observations. The *Post Conference Conversation Questions* are meant as suggestions for guiding the conversation; they are not a required list, and written responses are not expected.
 - iv. Based on the observations, the evaluator will identify areas of strength and areas of needed improvement. If areas of immediately-needed improvement are identified, an additional formal observation will be scheduled to assess improvement.

3. Informal Observations

- a. The goal of an informal observation is to obtain a candid, unscripted (and possibly brief) snapshot of the teacher's practice.
- b. An informal observation is any observation that does not require a pre- and post- observation conference, though brief feedback will be provided either in writing or orally.
- c. Informal observations may be either scheduled or unscheduled.

I. Self Reflection

1. Peer Observation Reflections

- a. Teachers will engage in a minimum of one peer observation. Depending on the evaluation goals, multiple peer observations may be appropriate. As funding permits, and with the prior approval of an administrator, a

substitute to allow the teacher to observe a particular colleague may be paid for by the district.

- b. The *Peer Observation Form* (Appendix) is meant as a guide for reflection on what the teacher might bring to his or her own teaching as a result of observing the peer. This reflection may be part of the discussion at the Final Evaluation Conference.

J. Student Feedback Reflections

1. Teacher will administer the *Student Survey* (Appendix) to all classes (for classroom teachers) or a reasonable sample of students (for specialists).
 - a. Teacher will read and reflect on completed Student Surveys. The completed surveys are not shared directly with the administrator.
 - b. Teacher will fill out the *Student Survey Teacher Reflection Form* (Appendix) and share it with the evaluator, who will provide “Administrator Response” as appropriate on the form. This reflection may be part of the discussion at the Final Evaluation Conference.

K. Parent Feedback Reflections

- a. Teacher will make the Parent Survey available to parents (as agreed upon by the teacher and evaluator).
- b. Teacher will read and reflect on Parent Surveys. The completed surveys are not shared directly with the administrator.
- c. Teacher will fill out the *Parent Survey Reflection Form* (Appendix) and share it with the evaluator, who will provide the “Administrator Response” as appropriate on the form. This reflection may be part of the discussion at the Final Evaluation Conference.

L. Final Evaluation

1. Summary Written Evaluation
 - a. A final written evaluation based upon the California/Piedmont Standards for the Teaching Profession (using the *PUSD Final Evaluation Form*, Appendix) shall be given to the teacher not later than thirty (30) days before the last school day scheduled on the school calendar and adopted by the Governing Board. The teacher shall have the right to initiate a written response to the evaluation, which shall become a permanent attachment to the teacher’s personnel file.
2. Summary Conference
 - a. A final evaluation conference between the evaluator and the teacher shall be held before the last school day scheduled on the school calendar.
3. Evaluation Ratings
 - a. At the conclusion of the evaluation process the evaluator shall give a rating of *Highly Effective/Innovating, Effective/Proficient, Developing/Professional Support Needed, or Unsatisfactory/Does Not*

Meet Standard in Standard 5 (Assessment) and each of the two other Standards agreed upon during the Goal Setting Conference. The evaluator may also give ratings in the remaining three Standards, with supporting evidence. In addition, the evaluator will indicate potential direction/focus for subsequent evaluation (see *Evaluation Form*, Appendix).

- b. A teacher who receives an *Unsatisfactory* rating in any standard shall be re-evaluated annually until he/she achieves a *Effective / Proficient* rating or is separated from the District pursuant to Education Code and shall enter the *Teachers Engaged in Active Mentoring* (TEAM) support program.
- c. A teacher who receives a *Developing* rating in any two (2) out of the three standards agreed upon in the goal-setting process shall be re-evaluated for the next year and may be entered into the *Teachers Engaged in Active Mentoring* (TEAM) support program. A teacher who receives a *Developing* rating in any three (3) of the standards shall be re-evaluated for the next year and may be entered into the *Teachers Engaged in Active Mentoring* (TEAM) support program.
- d. Teachers referred to the TEAM support program will work with their evaluator and the TEAM Coach to develop and follow a support plan for improvement (*TEAM Support Plan*, Appendix).

M. General Agreements

1. Evaluation shall be based on the evaluator's appraisal of a teacher in Standard 5 (Assessment) of The California/Piedmont Standards for the Teaching Profession, each of the two other Standards agreed upon during the Goal Setting Conference, and, as appropriate, the evaluator's appraisal of a teacher in the remaining three Standards. The evaluator's appraisal of a teacher includes classroom observation and teacher reflections (on student and parent surveys, student data, self-assessment, and peer observation) and may also include other information provided by the teacher or signed, written commendations or complaints that have been shared with the teacher in a timely manner, prior to receiving the summary written evaluation. Hearsay statements shall be excluded from written evaluations.
2. The evaluation and assessment of certificated employee competence shall not include the use of publisher's norms established by standardized tests.
3. During the evaluation period, if a teacher is performing his/her duties in an unsatisfactory manner according to the California/Piedmont Standards for the Teaching Profession, the evaluator shall notify the teacher in writing of such fact (according to the deadlines below) and describe such unsatisfactory performance.

The evaluator shall thereafter confer with the teacher, making specific recommendations as to areas of improvement in the teacher's performance and endeavor to assist the teacher in such performance. These recommendations shall include a means of assessing the teacher's improvement.

4. A written preliminary evaluation must be submitted by the end of first semester to any tenured teacher in danger of receiving an *Unsatisfactory* rating. A temporary or probationary teacher in danger of receiving an *Unsatisfactory* rating must be notified in writing, including a description of the unsatisfactory aspect of the teacher's performance, as soon as the potential *Unsatisfactory* rating becomes apparent to the evaluator.
5. As soon as a potential *Developing* rating becomes apparent to an evaluator, the evaluator will notify the teacher in writing, and the teacher and evaluator will determine steps for improvement. If a teacher is likely to be referred to the *Teachers Engaged in Active Mentoring* (TEAM) support program, the evaluator shall inform the teacher in writing no later than March 31.
6. When any tenured teacher receives an *Unsatisfactory* rating, he/she shall be evaluated annually until he/she achieves a *Effective / Proficient* rating or is separated from the District pursuant to Education Code.
7. The prime evaluator is the administrator to whom the teacher is directly responsible.
8. The following deadlines will be observed:
 - a. **September 15** - Date by which teachers to be evaluated will be notified
 - b. **October 15** - Date by which goal setting conference will be held
 - c. **End of first semester** - Latest date by which written warning of potential *Unsatisfactory* rating in any Standard will be given to teacher.
 - d. **March 31** - Date by which written warning of notification of TEAM referral will be given to teacher. Latest date by which written advisory of potential *Developing* rating in any Standard will be given to teacher.
 - e. **May 15** - Date by which teacher will be notified of dismissal
 - f. **30 days before last day on school calendar** - Date by which teachers being evaluated are given written evaluation
 - g. **Prior to last school day** - Conference between evaluator and teacher to discuss evaluation
9. Other administrators may provide input for elementary resource teachers and categorical teachers not permanently assigned to one school and for Special Education teachers.
 - a. Special Education teachers include Resource Specialists, teachers of Designated Instructional Services, and Special Day Class teachers.

- b. Categorically funded teachers include those teachers funded by special grants or projects.
 - c. Elementary Resource Teachers include Reading Resource/ESL teachers, physical education teachers, music teachers and librarians.
10. Teachers who work at multiple sites may choose their evaluator from among the administrators of the schools in which they teach. The chosen evaluator shall confer with the other administrator(s) to receive input on the teacher's performance during the observation period.
 11. All teachers may choose an evaluation by a mutually agreed upon team composed of administrators and the prime evaluator prior to the goal setting conference.

N. Personnel File and Records

1. A teacher's personnel file consists of site and District records relating to employment, assignment, amounts and dates of service rendered, evaluation, performance termination or dismissal of a teacher in any position, sick leave records, rate of compensation, salaries or wages paid, deductions or withholdings made and the person or agency to whom such amounts were paid.
2. A teacher shall have the right to review the contents of all records accumulated in his/her file after initial employment and have a representative of the Association accompany that person in such a review. Selected copies may be obtained at the teacher's expense by either the teacher or the designated representative with written permission from the teacher.
3. Information of a derogatory nature shall not be entered or filed unless and until the teacher is given notice and an opportunity to review and comment thereon. A teacher shall have the right to enter, and have attached to any such derogatory statement, his/her own comments thereon. Such a review shall take place during normal business hours, and the teacher shall be released from duty for this purpose without salary reduction.
4. If a teacher believes the material to be placed in his/her file is inappropriate or in error, the teacher may file a grievance.
5. If the teacher grieves the derogatory document within (30) calendar days of notification as specified by the grievance procedure, the documentation is classified as a non-permanent part of the personnel file for the duration of the grievance. Such grieved material may be corrected or expunged if the grievance results in cause being shown that the material was inappropriate or in error. If the results of the grievance sustain the document, or if it is not grieved with the

thirty (30) calendar days time period, the document becomes a permanent part of the personnel file.

O. Procedures for Dealing with Public Charges

1. Any signed, written complaint about a teacher submitted by a citizen or parent shall be reported in writing to the teacher by the administrator within three (3) working days.
2. Should a teacher or administrator believe that a written or verbal complaint is sufficiently serious to warrant a meeting, the administrator shall schedule a meeting, if possible, with the complainant and the teacher. An Association representative may be present at said meeting if so requested by the teacher.
 - a. If a meeting is held and the allegations are resolved, the matter shall be dropped and no record shall be placed in the teacher's personnel file. If the matter is not resolved at the meeting to the satisfaction of the complainant, and the initial complainant was verbal, he/she may put the complaint in writing, with copies to the immediate supervisor. The teacher shall be given the right to initial and date the written complaint and to prepare a written response to said complaint. If no written complaint is received, and/or no formal action is taken within thirty (30) calendar days, the matter shall be dropped. Any formal action will be documented in writing.
 - b. If in the judgement of the administrator, the complaint is of sufficient seriousness and significant evidence exists to support the complaint, the written complaint, the teacher's response and a record of the formal action taken shall be placed in the teacher's personnel file. If the teacher challenges the truth of the allegations contained in the complaint, he/she may file a grievance on that basis. A finding to the effect that such allegations are untrue shall result in the immediate destruction of the written complaint and all related documents. The failure by the teacher to file a grievance shall not be construed as an admission by the teacher that the allegations in the complaint are true.
 - c. Anonymous complaints shall be acted upon unless there is a legal requirement to do so. The procedures enumerated in O.1 and O.2 above shall not be applied to anonymous complaint.

P. Appendix:

1. 4-Point Rubric (*Need to decide which version we want.*)
2. CSTP Self Assessment - Continuum of Teaching Practice
3. PiedmontSTP's based on the CSTP's
4. Goal Setting Form
5. Pre-Conference Conversation Questions
6. Post-Observation Conference Conversations Questions
7. Peer Observation Reflection Summary

8. Various Student Surveys
9. Student Survey Teacher Reflection Form
10. Various Parent Surveys
11. Parent Survey Teacher Reflection Form
12. Student Data Reflection Form
13. Final Evaluation Form
14. Teachers Engaged in Active Mentoring (TEAM) Support Plan