

ARTICLE 15
EMPLOYEE DEVELOPMENT AND EVALUATION PROCEDURES

A. General

1. The purpose of an effective teacher development and evaluation system is to inform, instruct and improve teaching and learning; to provide educators with meaningful feedback on areas of strength and where improvement is needed; and to ensure fair and evidence-based employment decisions. Classroom environments are the foundation of a solid educational experience. The evaluation system must strengthen the unit members' knowledge, their skills and their practices, and the goal of any teacher evaluation system should be to improve student learning. An effective evaluation system must include both formative and summative indicators integrated with quality professional development and the necessary resources and support for teachers to improve their practice and enhance student learning.

Professional development opportunities should be embedded throughout a member's evaluation system to support their growth and advancement. Professional development is a major function of a school and district, and is most effective when designed as a system that supports school and district goals. High levels of member involvement in both the planning and implementation phases increase teacher and principal satisfaction with the quality of their professional development.

2. Bargaining Unit members are to be formally evaluated based on the following schedule (based on their years of certificated experience with CVUSD):

Years one (1), two (2), three (3), four (4), six (6), eight (8), ten (10), fifteen (15), twenty (20), twenty-five (25), thirty (30) and every five years afterward.

Temporary unit members are to be evaluated annually.

“In accordance with Education Code § 44664 (a)(3), unit members shall be evaluated once every five years, provided the following conditions are met:

- a. The unit member has been employed by the District for at least ten years;
 - b. The unit member is considered "highly qualified" within the meaning of the "No Child Left Behind Act of 2001" (20 U.S.C. Sec. 6301, et seq.), as defined in 20 U.S.C. Sec. 7801;
 - c. The unit member's previous evaluation rated the employee as meeting or exceeding standards; and
 - d. The administrator and the unit member agree to such an evaluation schedule. The unit member or the administrator may withdraw consent for this extended evaluation schedule at any time.
3. Bargaining Unit members are formally observed every school year. At the elementary level, the site administrator will complete the observation and at the secondary level the department chairperson or site administrator will complete the observation. In the case of the department chairpersons, they shall submit a written observation report to the principal after discussing the observation with the teacher.

Both the teacher and the department chairperson shall sign the observation report and retain copies. Site administrators who perform the annual observation shall discuss the observation with the teacher and retain copies.

4. In the case of personnel organizationally located in the District Office but, who operate at more than one (1) school, the principals or their designees shall submit written observation reports to the appropriate Assistant Superintendent or Director in the same manner as department chairpersons submit them to the principal. If there are multiple administrators, the administrators will decide which one will complete the evaluation process.
5. Evaluation reports shall be prepared by the principal, assistant principal or dean (or immediate supervisor in the case of the District Office). Both the teacher and the person preparing the evaluation shall sign the evaluation report and retain copies. The teacher may file a rebuttal of the evaluation to be attached hereto.

B. Evaluation Calendar/Selection of Standards

1. 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 of their evaluation year. Notification may be given through either written memo or email.
2. Between the third week of school and the seventh week of school, the administrator and bargaining unit members will meet to select the required number of Standards from the CSTPs that will be evaluated in the course of the evaluation process.
 - a) When agreement on standards cannot be attained, a third party shall be designated to resolve the issue.
 - b) The District and UACT President shall mutually select a District administrator to serve as the third party.
 - c) The decision of the third party will be final.
3. For a bargaining unit member in probationary or temporary status, all standards and key elements will be selected for the focus of the evaluation.
4. The administrator and the bargaining unit members in permanent status shall select three (3) standards upon which the evaluation will be based. The standards shall be selected as follows:
 - One standard selected by the bargaining unit member
 - One standard selected by the administrator
 - One standard selected jointly by the bargaining unit member and the administrator

5. During the Standards and Key Elements meeting, the bargaining unit member being evaluated will discuss with the administrator specific teaching strategies/techniques and evidence that will be used to measure success within the standards selected.
6. At the time of the Standard and Key Elements meeting or within five (5) working days following the standards meeting, the administrator shall complete and provide a copy of the Standards and Key Elements form to the bargaining unit member being evaluated for his or her signature. The Standards and Key Elements form will consist of, but is not limited to, the specific teaching strategies discussed and the evidence that will be used to measure success within the standard(s).
7. If necessary, the administrator and bargaining unit member shall provide notice of a change in the standard(s) being evaluated to the bargaining unit member thirty (30) working days prior to completing a formal observation on the modified areas.
 - a. A conference will be held to review and to revise the standard(s) whenever course or grade assignments are changed. At the option of either the administrator or the bargaining unit member, additional conferences will be held to review the standards, but these shall be limited to not more than one (1) conference per quarter/trimester except where, in the opinion of the principal (or immediate supervisor in the case of the District Office), extenuating circumstances dictate the advisability of the additional conferences.
 - b. The unit member or administrator may only change the standard that he/she selected.
 - c. No changes may be made to the selected standards after December 1.

C. Observation and Evaluation

1. The basic purpose of the evaluation process is to:
 - Identify and document successful completion of chosen standards.
 - Provide timely and meaningful feedback to unit members so that standards evaluated as “developing” or “unsatisfactory” can be remedied.
 - Provide a reasonable time frame for “developing” or “unsatisfactory” standards to be addressed.
 - Provide documentation of support for areas needing improvement.
 - Formal observations shall last for not less than twenty (20) minutes, but ideally should last thirty (30) to forty (40) minutes and shall be followed by a conference in which the administrator and the

bargaining unit member review the observation and what is to be incorporated into the written observation summary.

D. Probationary/Temporary Unit Members

1. Probationary/Temporary unit members shall be formally observed at least two (2) times and evaluated at least one (1) time during a school year. At least the first formal observation shall be scheduled, any subsequent observation(s) does not need to be announced.
2. Throughout the school year, as determined by the principal (or immediate supervisor in the case of the District Office), formal observations and visitations/walk-throughs may be made by the administrator.

E. Permanent Bargaining Unit Members

1. Permanent bargaining unit members shall be formally observed and evaluated at least one time during the school year for which the bargaining unit member is identified to be evaluated. The administrator may conduct more observations prior to the final evaluation if the need arises.
2. Administrators may choose to formally observe and evaluate any member before their next scheduled formal observation and evaluation. Procedures outlined within this Article shall apply.
3. Throughout the school year, as determined by the principal (or immediate supervisor in the case of the District Office), formal observation and visitations/walk-throughs may be made by the administrator.
4. In the event that the administrator deems the bargaining unit member is “developing” or is “unsatisfactory” in his/her performance, the administrator will so indicate in a written statement on the observation/evaluation form, listing suggestions for improvement.
 - a) The administrator shall confer with the bargaining unit member, making specific recommendations as to areas of improvement, and endeavor to assist him/her with developing strategies and/or resources to address those specific recommendations.
 - b) Additional observations and review conferences may be conducted as necessary. Review conferences shall be held at a time mutually agreed upon between the bargaining unit member and the administrator.
5. Unless referred to or voluntarily accepted into Peer Assistance and Review (PAR), a bargaining unit member who has received an overall rating of “developing” or “unsatisfactory” shall have an annual evaluation until the evaluation is no longer

overall “developing” or “unsatisfactory.”

a) An “unsatisfactory” or “developing” evaluation shall be one in which a majority of Key Elements are marked as “unsatisfactory” or “developing.”

F. Evaluation Process

1. The evaluation shall focus on progress towards meeting the selected standards.
2. 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).
3. An observation report will be written for each formal observation. A conference will be held for each formal observation within ten (10) days of the observation for the purpose of discussing the details therein. The observation write-up must be completed for signature within ten (10) days of the conference. The observation report(s) shall become part of the basis for preparation of the unit member’s formal evaluation.
4. The bargaining unit member shall have the opportunity to respond in writing to any area:
 - The response must be filed within ten (10) days of the written evaluation and shall become a permanent attachment to the copy of the evaluation in the bargaining unit member’s file.
 - After receiving a copy of the bargaining unit member’s response, the administrator may elect to modify or correct the evaluation document before it is placed in the bargaining unit member’s personnel file. The bargaining unit member shall be given a copy of any modification or correction made by the administrator.
5. At least one (1) formal, written evaluation and conference will be completed no later than thirty (30) days before the last instructional day of each school year for those unit members of the unit who are being evaluated, with a copy of such written evaluation filed in the office of the Assistant Superintendent, Personnel Services.
6. Should any mechanical or electronic listening or recording device be brought into a classroom without the knowledge and written consent of the teacher, the results of such device may not be taken into consideration in the evaluation of the teacher.

G. Development Plan

1. 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.
2. The Site-Level Development Plan document must set out the following:
 - Specific evidence of areas for development should be based on walkthroughs, observations and other types of feedback or communication of the bargaining unit member’s lack of progress toward the standard.
 - Specific recommendations for improvement.
 - School/District assistance to be provided for implementing such recommendations.
 - Time schedule for monitoring progress toward meeting the standard.
 - Mechanism for communicating progress to the bargaining unit member.
 - The Bargaining Unit member may also request to participate in volunteer Peer Assistance and Review (PAR) process for additional support.
3. Where an evaluation results in a Site-Level Development Plan document, the administrator shall take meaningful action to assist the unit member in correcting any cited deficiencies.
4. 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 involuntary Peer Assistance and Review (PAR) Process the following school year.
5. Except in the case of extraordinary circumstances, by March first (1st) all unit members of the unit will have received a written report of at least one (1) formal classroom observation from the administrator (or his/her designee) assigned to the unit member’s evaluation. For the purpose of evaluation, at least one (1) such observation report shall be based on a classroom observation of approximately twenty (20) minutes or more in length.

H. Department Chairpersons' Responsibilities Relating to Unit Member Observation

1. If a department chairperson is required to observe the unit members' performance in his/her department and needs to be available for consultation regarding recommendations for employment and reassignment, release time for these purposes will be provided.
- I. The parties agree to form an Evaluation Sub-Committee, if agreements cannot be made at the table between the District and the Association, in order to study and draft observation and evaluation forms for consideration and possible recommendation.
- J. No unit member other than the department chairs, BTSA/CiPar support providers, or BTSA/CiPar Trust Board Members shall be part of the formal observation process of other unit members.

Please see below for Possible Appendix Pages

The District and The Association believe the following principles are essential to any effective and fair teacher development and evaluation system:

1. The goal of any evaluation system is to strengthen the knowledge, skills and practices of teachers to improve student learning.
2. Any evaluation system must be collectively bargained at the local level to ensure the buy-in and trust of all affected parties and to ensure local conditions are considered. This includes policies, assessment standards, timelines, procedures, peer involvement, implementation, monitoring, and review.
3. Any evaluation system must be developed and implemented with teacher participation to ensure a supportive climate for improving practice and growth and to promote collaboration among educators.
4. Any evaluation system must be differentiated to support the development of educators through all career stages – from beginning to mid-career to veteran.
5. Any evaluation system must address the varying assignments of certificated educators, including those who teach core and non-core subject areas, and are classroom and non-classroom educators (i.e., resource teachers, counselors, nurses, and psychologists).
6. Any evaluation system must include evidence of teaching and student learning from multiple sources.
7. A comprehensive teacher evaluation system must recognize the different purposes of evaluation and be comprised of both formative and summative methods.
8. Any evaluation system must provide relevant and constructive feedback and support that informs teaching practices. Feedback must be coordinated with high quality professional development that is continuous; is linked to curriculum standards; and professional interactions with colleagues and the community; allows for adequate time and resources for coaching, modeling, observation, and mentoring.
9. Any evaluation system should include opportunities for peer involvement for advisory and support purposes.
10. Any evaluation system must consider the complexities of teaching and student learning that are outside of the teacher's control and beyond the classroom walls.
11. Any evaluation system should be based on a set of standards of professional practice that acknowledge the multiple activities and responsibilities of educators that contribute to the improvement of learning and the success of the school.
12. All administrators must have extensive training and regular calibration in all evaluation procedures and instruments.

13. All evaluation components and procedures must be clearly defined, explained, and transparent to all educators.

14. All evaluation tools must be research-based and regularly monitored for validity and reliability.

15. Data used for evaluation and improvement purposes must be kept confidential to protect the integrity and utility of information used to improve professional practices.

16. Any evaluation system must be monitored and evaluated to ensure that it is working as intended and it remains consistent with its purpose.

17. Any effective evaluation system that supports professional learning requires an ongoing commitment of financial resources, training, and time.

(CTA Framework, 2012)

**Table 1:
Formative and Summative Assessments**

Dimensions	Formative Assessment	Summative Assessment
Purpose	Used for growth and improved practice	Decisions about continued employment
Evidence	Various written or observable demonstrations of teaching and contributions to student learning	Multiple measures
Frequency	Ongoing and continuous	Periodic and scheduled
Reporting Structure	Collaborative, using flexible forms of feedback	Adherence to strict guidelines, forms, and timelines
Use of Evidence	Diagnostic – designed to improve practice	Designed to make a judgment
Relationship between Administrator and Teacher	Collegial – to encourage reflection and discussion	Prescriptive – to prescribe a course of action
Process	Teacher self-reflection, peer feedback, peer input, peer review, administrator feedback	Checks and balances
Adaptability	Open, exploratory, and integrated into practice; focused on practitioner development and practice	Precisely defined, limited to required documentation
Standards of Measurement	Allows flexibility and revision of documents in response to individual teaching and learning environments Individualized; multiple systems of demonstration and documentation; pursuit of excellence in one's own practice	Outcomes set (yes/no, met/did not meet); sorting or rating

(CTA Framework, 2012)