DISTRICT PROPOSAL
TO
SMUHSDTA
May 25, 2021

ARTICLE 14: EVALUATIONS

14.1 Introduction and Purpose

Teacher evaluation is a collaborative, reflective process, whose primary purpose is to help all unit members improve. As set forth in the Stull Act, evaluation will additionally promote and document the accountability of District unit members. The District will use rubrics based on the California Standards for the Teaching Profession as its evaluation tool.

The purpose of the evaluation process is fivefold:

1. To assess the quality of teaching and/or the performance of non-classroom unit members;
2. To give recognition for effective teaching and/or professional performance;
3. To reinforce good teaching and/or professional practices;
4. To allow for a positive and logical process of remediation--in line with Peer Assistance and Review legislation for unit members who need improvement or receive unsatisfactory evaluations; and
5. To meet the mandates of law and due process which require that personnel shall not be subject to dismissal who have not been systematically evaluated.

14.2 Permanent Teacher Evaluation

14.2.1 Timeline and Process

Under the direction of a site Administrator, permanent unit members will undergo a full evaluation every fourth year and an expedited or full evaluation every second year, based on the results of their full evaluation as outlined in section 14.2.2.9.

14.2.2 Full Evaluation

The following are components of a full evaluation with an instructional coach.

14.2.2.1 Staff Development with Rubrics

14.2.2.1.1 Unit members new to the District will receive time and training in order to understand the rubrics, SMARTE

goals and be able to complete a self-assessment. Unit members will also have access to an online evaluation handbook to guide them through the process. Administrators will receive training in understanding and using the rubrics.

14.2.2.1.2 Unit members newly hired to the district will be offered additional training and support as a part of the New Teacher Support Program, in understanding the evaluation timeline and documents, purpose and procedures for working with an instructional coach, and explicit direction on how to create a SMARTE goal.

14.2.2.1.3 The Certificated Support Oversight Committee will review and update training support materials on an annual basis.

14.2.2.1.4 **"**SMARTE Goals" shall be defined as a teacher articulated goal designed to improve student outcomes. "S" stands for specific and strategic. A goal is strategic when it is aligned to district, school, department or team goals. It is specific in that it has a narrow and targeted scope. "M" stands for measurable. A measurable goal has clear markers or guideposts that will help demonstrate when growth or progress towards the goal have been made. "A" stands for attainable. The goal is attainable when the skills and knowledge required to reach the goal are within the teacher's capacity and goal time frame. "R" stands for results based. A results based goal has a clearly articulated outcome focused on student learning, achievement or measurable growth. "T" stands for time bound. A time bound goal has a realistic time frame which lies within the evaluation year. "E" stands for equity. An equitable goal considers growth for all students or includes actions that benefit all students in the learning environment.

14.2.2.2 Assignment of Evaluator

Site Administrators must inform unit members of their assigned evaluator by the end of the second week of the fall semester. Unit members may no later than the last day of the third full week of school request a different site or District Administrator.

14.2.2.3 Self-Assessment

14.2.2.3.1 Unit members will individually or in consultation with colleague(s) conduct a self-assessment using the California Standards for the Teaching Profession (CSTP) continuum of practice rubrics. ~~rubrics.~~

14.2.2.3.2 Prior to the initial conference with the evaluator, the unit member will draft a SMARTE goal anchored in the CSTPs based on their CSTP self-assessment. ~~complete a California Standards for the Teaching Profession (CSTP) self-assessment, and create a SMARTE goal anchored within one of the CSTPs.~~ The unit member will also select between 1-3 CSTP standard elements based on the SMARTE goal or other areas of growth.

14.2.2.3.3 The Administration is responsible for notifying unit members when they will be evaluated, and discuss the process for observations and conferencing

14.2.2.4 Initial Conference and Self-Assessment Review

14.2.2.4.1 During the initial evaluation conference, the evaluating administrator, instructional coach and unit member will review and finalize the SMARTE goal and selected CSTP elements after reviewing the CSTP self-assessment.

14.2.2.4.2 In the unlikely event that there is not an agreement of the SMARTE goal, or there are additional concerns, the SMARTE goal will be revised to address the administrator's concerns.

14.2.2.4.3 A teacher and administrator shall select 1-3 CSTP elements that the teacher will address during the evaluation process in addition to the SMARTE goal and CSTP Standard 6. These may be related to the SMARTE goal or address other areas of growth/concern. If the teacher and administrator cannot agree on the selected elements, each may select at least one substandard.

14.2.2.4.4 The initial conference must be completed by September 30th of the evaluation year.

14.2.2.5 Evaluation

The evaluation itself will consist of three (3) elements:

1. Observations by Administrators - Evaluating administrators will observe a minimum of one 50-minute lesson by November 30th. This is a pre-scheduled observation. This observation should reflect a teacher's progress on their SMARTE goal. The post-observation conference shall be held within five (5) working days following the formal observation. Written feedback is provided in the form of a Preliminary Summary Evaluation by January 15. In the spring, evaluating administrators will complete at least 50 minutes of observation. These 50-minutes of observation may be unannounced and consist of more frequent, shorter drop-ins, completed by April 30. Administrators may choose to include a scheduled formal observation. Equitable modifications to the observation requirement may be made at schools with block schedules.

2. Instructional Coaching Cycles- Teachers are assigned an instructional coach (IC) or Professional Growth Plan (PGP) and evaluating administrator for the evaluation process by the end of the second week of school. Teachers have until the third week of school to request a different evaluating administrator or instructional coach. Instructional coaching cycles focus on planning for instruction, observing the classroom and students, and reflecting on data - all supporting the teacher's progress on their professional SMARTE goal. Instructional coaches will meet with teachers in August to begin the evaluation process, explaining ~~both~~ the components and developing a work plan.

- Fall: ~~2~~ 3 coaching cycles consisting of but not limited to a) pre-lesson meeting(s); b) observation of lesson taught and/or collection of student work; c) debrief or analysis of student work and reflection leading to refining instruction. The first cycle will involve the development of the SMARTE goals with the Instruction Coach.
- Spring: 2 coaching cycles consisting but not limited to a) pre-lesson meeting(s); b) observation of lesson taught and/or collection of student work; c) debrief or analysis of student work and reflection leading to refining instruction.

3. Evidence Preparation and Reflection - The unit member on full evaluation with an instructional coach will create a summary of evidence (SOE) digital portfolio document that captures and records evidence of progress towards the unit members SMARTE goal and selected CSTP standard elements. The Summary of

Evidence (SOE) is a teacher's digital documentation of their growth and progress ~~on~~ toward the SMARTE goal. The SOE contains a brief, neutral narrative of the work taking place between the teacher and instructional coach during the cycles. The SOE is owned by the teacher, and it is the responsibility of the teacher to submit the SOE to the administrator when requested by the due dates listed below. SOE examples and possible sources of evidence will be provided in the Teacher Evaluation Handbook.

- In the fall, the SOE is due one week prior to the end of the semester. Administrators will use the SOE as evidence in their write up.

- In the spring, the SOE is due by April 30. Administrators will use the SOE, and all evidence collected throughout the year, to write the final Summary Evaluation.

14.2.2.6 Interim Conference

14.2.2.6.1 Post Observation Conferences should take place within 5 days of the observation, or as soon as practical given scheduling constraints.

14.2.2.6.2 The formal observation must occur no later than November 30th.

14.2.2.6.3 The preliminary summative evaluation ~~report~~ must be completed by January 15th and a copy provided by the Administrator

14.2.2.6.4 The date of the observation and the date of the conference will be noted on the appropriate reports and forms.

14.2.2.6.5 An optional interim conference may take place at the request of either the evaluating administrator or the unit member to discuss preliminary summative report results.

14.2.2.6.6 At this point, it is the Administrator's responsibility to provide a plan for successful intervention if there is any question whether the evaluation will be satisfactory. This intervention may include, but not be limited to, any of the following:

- Release time for collaboration with or observations of fellow unit members;
- Professional development/course work/workshops/conferences, etc.;

14.2.2.7 Final Conference

14.2.2.7.1 The final conference will occur after the Administrator has completed the observations and reviewed the summary of evidence. The final conference should take place by May 15th, and a hardcopy of the evaluation results submitted to the unit member by the end of the spring semester.

14.2.2.7.2 The Administrator will present a draft of the forms and report to the unit member at the conference. The unit member and administrator will discuss the forms and report.

14.2.2.7.3 The unit member may accept the report and forms or suggest revisions.

14.2.2.7.4 Whether the Administrator accepts or does not accept the revisions, the unit member may write a response to the report.

14.2.2.7.5 Both parties must sign and date all forms. The signing of the form does not necessarily mean agreement, but simply that the unit member has received and read the form.

14.2.2.8 Forms

14.2.2.8.1 Forms will include a grid to indicate the rating of SMARTE goal progress, selected CSTP elements, and CSTP Standard 6, with space for evidence and feedback on each category, summary feedback, and additional comments.

14.2.2.8.2 The Administrator must document an overall unsatisfactory rating with objective evidence. In the absence of such evidence, or if the Administrator fails to follow procedures and meet deadlines, a unit member will not receive an unsatisfactory rating.

14.2.2.9 Evaluation of Standards 1-6 and SMARTE Goal

14.2.2.9.1 A permanent unit member receiving an overall unsatisfactory rating will be assigned an instructional coach and full evaluation the following year.

14.2.2.9.2 A permanent unit member receiving an overall rating of "still developing" will either be assigned an instructional coach and SOE without a full evaluation in the following calendar year, or will be place on a full evaluation with an instructional coach during their next evaluation cycle.

14.2.3 Professional Growth Plan

Due to limitations with district staffing of instructional coaches, some unit members on full evaluation will not be assigned an instructional coach. These unit~~e~~ members will be assigned a Professional Growth Plan (PGP). The site principal or designee will determine which unit~~e~~ members on full evaluation will not have an instructional coach due to district staffing limitations based on a variety of criteria related to the list below (not an all-inclusive list and not in order of priority):

- Subject area match of available instructional coaches
- Leadership role(s) in department, school, or District
- Leading school-wide professional development
- Curriculum development
- Co-Teaching
- Supporting teachers on school related goals
- Obtaining additional certifications
- Previous experience working with an IC
- Quality of alternative professional growth plan
- Pursuing recommendations from previous evaluation

Unit members are expected to follow the same timeline and procedures as outlined in the Teacher Evaluation System Handbook and participate in evaluator observations and conferences as outlined for teachers on a full evaluation with an Instructional Coach (14.2.2.6).

14.2.4 Non-Classroom Unit Members

The Non-Classroom Unit Members will self-assess and set goals using their professional evaluation standards, as defined separately in specific handbooks for Counselors, Librarians, Deans, Psychologists and Speech Language Pathologists. Non-classroom unit members may not have instructional coaches in the same percentage as classroom unit members due to IC staffing

limitations, and will therefore be defaulted to the professional growth plan unless an IC is specifically assigned.

14.2.5 Expedited Evaluation

14.2.5.1 The expedited evaluation may occur every second evaluation year.

14.2.5.2 It will consist of a self-assessment, an initial conference**,** an establishment of goals based on the standards, a written reflection on the goals, and as needed, supportive material which demonstrates and explains progress toward meeting the goals set at the beginning of the year and a final conference.

14.2. 5.3 The unit member and the unit member's evaluator may arrange an observation and/or interim conference**.**

14.2.5.4 The expedited evaluation will be completed by April 1st.

14.2.5.5 If the permanent unit member does not successfully complete the expedited evaluation, that unit member may undergo a full evaluation the following year**.**

14.2.5.6 The unit member must receive a copy of the forms by May 1st.

14.3.1 Temporary and probationary unit members will undergo the same evaluation as permanent unit members with the following exception:

14.3.1.1 Work on induction program requirements and other new teacher support programs may be used for self-assessment or evidence if the induction candidate chooses to do so. Induction teachers working with Instructional Coaches will not have an Instructional Coach narrative on the Summary of Evidence in order to maintain a distinction between induction preparation and evaluation.

14.4 Non-Full Year Unit Members

Unit members who only work for one (1) semester will be evaluated as any other unit member in a condensed timeline. The Certificated Support Oversight Committee will advise on appropriate timelines for these individuals.

14.5 Appeals and Due Process

14.5.1 At any time during the evaluation, a unit member may have a representative present during any conference with an administrator.

14.5.2 Appeals Process

14.5.2.1 If there is a disagreement, conflict, or dispute between **A**dministrator and unit member, either party may file a written appeal.

14.5.2.2 The appeal form will be given to both the **A**dministrator and unit member at or before the initial conference.

14.5.2.3 The appeal is filed with the Principal or Administrative supervisor. If the Administrator is the Principal, then the appeal is filed with the Deputy Superintendent Human Resources and Student Services.

14.5.2.4 The person with whom the appeal is filed shall first seek a solution agreeable to both parties involved.

14.5.2.5 If the dispute concerns ratings and/or rating explanations, the Principal or Deputy Superintendent Human Resources and Student Services may observe the unit member.

14.5.2.6 If an agreement cannot be reached, the person with whom the appeal is filed shall make the final decision.

14.5.3 Due Process and Fair Representation

14.5.3.1 Unit members retain all rights of due process and fair representation throughout the evaluation process.

14.5.3.2 District Administration is responsible for assuring fairness, equity, accountability, and due process for all evaluations completed by site Administrators.

14.5.3.3 The Certificated Support Oversight Committee will be responsible for evaluating and monitoring the District's efforts, including compiling statistics to be included in the annual report to the Board of Trustees.

14.5.3.4 The District will use the Certificated Support Oversight Committee's data and feedback based recommendations in developing its training of administrators.

14.5.3.5 All aspects of the evaluation and instructional coaching systems are open to annual reopener negotiations subject to evaluation of the system and changes in state law.