

ARTICLE XVI EMPLOYEE EVALUATION

CERTIFICATED CONTRACT LANGUAGE

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- Dani Tucker, HLPTA President

During the 2019-2020 school year, the contract language for Employee Evaluation went into effect.

Notification

- Every employee to be formally evaluated in a school year is entitled to know and shall be clearly informed prior to September 15 of each school year about (1) what information will be used to assess performance, and (2) what standards will be used to judge whether the quality of performance is acceptable. The information and standards shall be established by mutual agreement and subject to periodic review.

Individual Development Plan

- Prior to September 15 of each school year, each employee and immediate supervisor shall mutually agree upon an Individual's Development Plan. If extenuating circumstances exist, the date may be extended to October 1. An employee hired after the beginning of the school year shall have one month to establish his/her IDP for the remainder of the year or contracted period.

Observation Procedure

- Formal observation shall occur preferably within the first 50% of the first contract term of any given school year.
 - a. Formal observations shall include:
 - i. One pre-observation meeting to review employee lesson plan.
 - ii. One formal classroom observation of no less than 30 minutes, or one standard class period.
 - iii. One post-observation meeting, to be held in a timely manner.
 - iv. Appropriate forms will be utilized.
- Informal observations shall occur after a sufficient amount of time for the employee to implement recommendations for growth, as indicated in the formal observation.
 - a. Informal observations shall include:
 - i. Classroom observation of no less than 30 minutes, or one standard class period.
 - ii. Appropriate forms will be utilized.

Evaluation Procedure

- A meeting to discuss the final evaluation on or before May 1st of the school year in which the evaluation takes place.
- A permanent employee who is given an unsatisfactory rating in any area will receive the evaluation no later than April 1st.
- The employee may file a response to be attached to the evaluation.
- If the employee being evaluated disagrees with the evaluation given, he/she may file a grievance. The grievance may deal with violation of agreed to procedures or allege that the content is arbitrary, capricious or discriminatory.

Frequency

- **Temporary employees** shall receive one informal observation by their supervisor annually, preferably within the first 50% of the first contract term of any given school year.
- **Probationary employees** shall receive one formal observation and two informal observations annually, with one additional formal observation if necessary, as determined by the site administration.
- **Permanent employees** shall receive one formal observation and two informal observations every other year, with one additional formal observation if necessary, as determined by the site administration, unless the employee is currently on an improvement plan, in which case he or she shall be evaluated annually.

Certificated personnel with permanent status who have been employed at least ten (10) years with the district, and whose previous evaluation rated the employee as meeting or exceeding standards, **may be evaluated at least every five years** if the evaluator and certificated employee being evaluated agree **(Per California Education Code 44664 (a) (3))**. The certificated employee or the evaluator may withdraw consent at any time.

H. Frequency

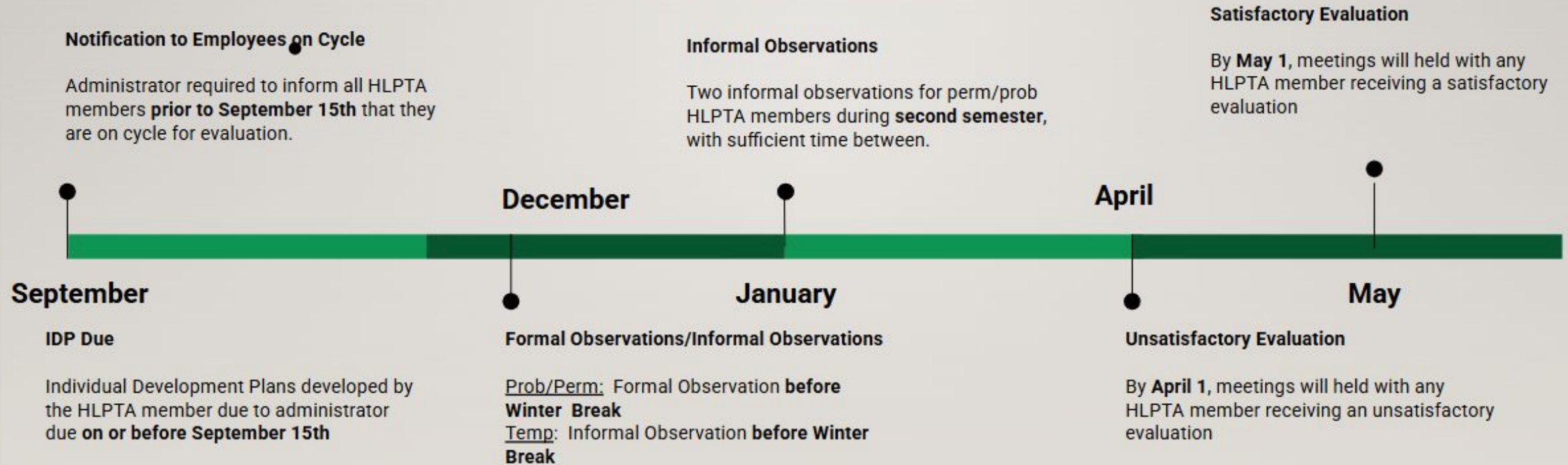
Observations	Temporary Certificated	Probationary Certificated	Permanent Certificated
Formal	none	One (1) during first 50% (2 if needed overall)	One (1) during first 50% (2 if needed overall)
Informal	One (1) during first 50%	Two (2) during second 50%	Two (2) during second 50%
Frequency	n/a	annually	bi-annually • annually if improvement plan is in place • every 5 years if agreed upon

Individual Development Plans, Observation Forms and Evaluation Forms

have been created for the following subgroups:

- Teacher
- Counselor
- Speech and Language Specialist
- Psychologist
- Nurse
- TOSA

Timeline



CSTP I: Engaging and Supporting All Students in Learning

2024 CSTP	2009 CSTP
Teachers apply knowledge about each student to activate an approach to learning that strengthens and reinforces each student's participation, engagement, connection, and sense of belonging.	Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests....etc.
Element 1A - Focus on Students: Teachers plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore their identities and extend their learning.	1.1: Using knowledge of students to engage them in learning
Element 1B - Knowledge of Students: Teachers elicit and solicit knowledge of each student's assets and needs including cognitive, cultural and linguistic, social emotional, and physical and developmental capacities, in service of increasing active engagement in learning	1.2: Connecting learning to students prior knowledge, backgrounds, life experience, and interests.
Element 1C - Student Backgrounds and Family Engagement: Teachers meaningfully engage and form partnerships with families, guardians, and caregivers in addressing each students needs, health, and well-being and are responsive to the range of economic, social, cultural, linguistic, and community factors that affect student development and learning.	1.3 Connecting subject matter to meaningful, real-life contexts.

CSTP I: Engaging and Supporting All Students in Learning

2024 CSTP	2009 CSTP
Teachers apply knowledge about each student to activate an approach to learning that strengthens and reinforces each student's participation, engagement, connection, and sense of belonging.	Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests....etc.
Element 1D- Diversity and Equity: Teachers are responsive to students' diverse experiences, cultures, languages, identities, interests, strengths and needs and apply evidence-based principles that intentionally cultivate equitable access, opportunities and positive outcomes for each student.	1.4: Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.
See CSTP Element 3D: Content Skills Across Subjects See CSTP Element 5B: Interpreting and Using Assessment Data to Inform Student Learning	1.5: Promoting critical thinking through inquiry, problem solving, and reflection. 1.6: Monitoring students learning and adjusting instruction while teaching.

CSTP I: Engaging and Supporting All Students in Learning

2024 CSTP	Indicators
Teachers apply knowledge about each student to activate an approach to learning that strengthens and reinforces each student's participation, engagement, connection, and sense of belonging.	
Element 1A - Focus on Students: Teachers plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore their identities and extend their learning.	1A–1: Create learning experiences that support the academic, behavioral, cognitive, functional, cultural, linguistic, physical, and social–emotional development of each learner. 1A–2: Articulate, plan, and implement learning experiences to support each student in meeting pre-K–12 content and performance standards. 1A–3: Use knowledge of students and a variety of evidence-based approaches to inspire, engage, and strengthen each student's intrinsic motivation to embrace new learning challenges. 1A–4: Implement support systems for student access to learning opportunities that comply with legal requirements and include formal accommodations or modifications. • 1A–5: Create a classroom community where each student is given choices, is valued, and experiences active and equitable participation in learning and success.