

ARTICLE 11: EVALUATIONS

- 11.1 It is understood by the Association and the district that the primary objective in the evaluation of unit members is to provide assistance to unit members in the improvement of their professional skills. The evaluation procedures hereinafter described shall be carried out with the intent of meeting that objective.
- 11.2 The District shall evaluate probationary employees at least once each full school year and permanent employees at least once every other year. The first of such evaluations shall be completed on or before the 90th day of instruction for probationary employees and the 145th day of instruction for permanent employees.
- 11.2.1 In accordance with Education Code section 44664, the parties agree to implement a five (5) year evaluation cycle as follows:
- A permanent certificated employee may be evaluated every five (5) years provided that all of the following conditions are met:
- a. The employee has been employed by the District for at least ten (10) consecutive years.
 - b. The employee is highly qualified as defined in 20 U.S.C. sec. 7801; and,
 - c. The employee's two (2) previous evaluations rated the employee as satisfactory. For purposes of this Article, an employee who is not on a Support Plan as set forth by Article 11.11(7)(b) is considered satisfactory.
 - d. In an effort to support both bargaining unit members and administration, a check box will be added to all district approved evaluation forms to note when a bargaining unit member and administration have both agreed upon a five-year evaluation cycle.
- Either the employee or the employee's evaluator may withdraw the five (5) year evaluation cycle at any time.
- 11.3 The evaluator shall be the unit member's immediate supervisor and/or any other certificated management or supervisory employee who is so designated by District management. If the evaluator is not the immediate supervisor, the employee shall be notified as to the identity of the evaluator. In order to be qualified to perform observations the evaluator must complete an annual training and demonstrate proficiency in the evaluation process.
- 11.4 Prior to the evaluation, the criteria and procedure for observation and evaluation shall be discussed between the unit member and the evaluator. The unit member will be provided with written, specific criteria and expectations for the observation and evaluation.

- 11.5 Informal: Classroom observations which are so indicated by the evaluator may be conducted without advance notice to the unit member. At least one (1) formal observation of thirty (30) minutes or longer shall be conducted prior to completing the final evaluation.
- 11.6 Within ten (10) working days subsequent to the observation, an evaluation conference shall be scheduled between the unit member and the evaluator. At the conference the evaluator will present a copy of the written evaluation to the unit member and discuss it. The unit member shall sign the evaluation signifying only that they have read the document and has been provided the opportunity of attaching a written response which shall become a part of the permanent record. If deficiencies are noted by the evaluator, they shall provide specific recommendations to remedy the noted deficiencies. Any employee who received a negative evaluation may request another observation and subsequent evaluation to be conducted at a mutually acceptable time; however, the teacher may request a second evaluation by another administrator determined by the District. Nothing in this section or paragraph shall invalidate the evaluation from the employee's immediate supervisor.
- 11.7 In the event that a dispute arises as to the accuracy of the observation notes of the evaluator, and the evaluator agrees that the notes are inaccurate, they may destroy the notes.
- 11.8 Unsubstantiated hearsay statements shall not be used in the formal written evaluation.
- 11.9 Nothing in this Article shall be construed to allow the substance of any written evaluation to be subject to the grievance procedure. However, violation of the procedure for evaluations as set forth herein may be grieved, as well as any violations of the procedures which have substantive impact on the content of the evaluation.
- 11.10 The parties hereby agree to form a joint labor management committee in order to make mutually agreed upon changes to the drop in form and evaluation tool/form. CUTA shall appoint up to six members to the committee and shall be provided with release time paid for by the District. Upon request by either party this committee shall reconvene. The composition of the Evaluation Committee can be changed in order to develop forms and procedures for specially certificated members (including but not limited to Nurses, SLP, Psychologists etc.)
- 11.11 Instructional Supervision Process for Teachers
1. Expectations set at the beginning of each year (within first 45 days of school year)
 - a. Continuum of Teacher Practice Rubric (CTP)
 - Teacher completes reflection using CTP rubric.
 - Teacher and Administrator meet and discuss CTP rubric.
 - b. Discuss forms and process for observation and evaluation.

2. Instructional Feedback Process

- a. The purpose of the Instructional Feedback Process is to gather objective classroom evidence of research-based instructional practices and to generate open communication between teacher and administrator supporting the advancement of student learning.
- b. The Instructional Feedback Process may include:
 - Consistent and multiple informal observations documented on appropriate observation forms.
 - Clarifying questions to facilitate administrator's or instructor's understanding of what was observed and/or recorded.
 - Reflective questions intended to promote critical thinking for both teacher and administrator.
 - Teacher and administrator conversation of effective practices and possible areas for further focus.
 - Feedback observed during collaboration time (e.g., CSTP Standard 6)
- c. Classroom Observation Forms will not be placed in personnel files; an electronic transmission of the administrator's observation is sent via email to the teacher and may include questions for the purpose of clarification or to promote reflection and encourage new ideas. Any suggestions for improvement will be personally discussed within two working days of the drop-in to allow for clarification and support.
- d. The information in the observation may be used to influence what the evaluator will look for in the formal evaluation process and/or for recommendation for re-employment of probationary employees.
- e. Classroom drop-ins must be performed before the formal evaluation. There must be at least three classroom drop-ins, with a minimum of one week apart to allow for feedback and implementation of feedback. This does not preclude more frequent drop-ins from being performed.

3. Pre-Conference:

- a. All sites will use the district approved pre-observation form only.
- b. Conduct pre-conference [Article 11.4]
- c. Review drop-in forms / Progress made on Continuum.
- d. Discuss and identify areas to focus on for feedback (e.g., "Is there something specific you would like me to look for?")

4. Formal Observation:

- a. Mutually agreed upon subject / time / date
 - b. Use Observational Feedback Form to take notes.
5. Analysis and Preparation of Evaluation:
- a. Administration reviews observed feedback and drop-ins in order to complete evaluation and prepare for post-conference.
 - b. Site admin may work together to identify support and feedback to be included.
6. Post Conference (within 10 working days of formal observation)
- a. Evaluation of Teaching Performance Form
 - b. No Surprises
7. Continuum of Teaching Practices Support Plan:
- a. The CTP Support Plan process is intended to help the teacher by establishing a clear plan for support including coaching, feedback and a commitment for support, resources, and follow-up as well as administrator on being clear on support and resources to provide.
 - b. A Support Plan shall be used when a teacher is identified as emerging in two elements or a combination of emerging and exploring in three elements within a specific CSTPs.
 - c. A Support Plan is developed in collaboration with teacher and addresses the Continuum of Teaching Practice.
 - d. TIMELINE: Support plan will be in place until the end of year two (school years) followed by PAR, if no improvement is made.
 - i. Exit of support plan through evidence of growth to level 3 on evaluation or entrance into PAR if no improvements are made.

PLEASE NOTE: Exhibits referred to in this article may be found on the District's website, www.centralunified.org under the [Certificated Staff Resources](#) link in the Human Resources menu.

11.12: Evaluation Process – Certificated Teacher Librarians, Instructional Support Coaches, Registered School Nurses, Psychologists, Speech Therapists and Counselors

- 1. Expectations set at the beginning of each year (within first 60 days of school year)
 - a. Employee and administrator meet and discuss professional standards of the position, goals of the year, and the employee's professional development needs.
 - b. Discuss forms and process for observation and evaluation.
- 2. Feedback Process:
 - a. The purpose of the feedback process is to gather objective evidence of research-based practices and to generate open communication between employee and administrator

supporting the advancement of student learning and the role and function of each professional that promotes and respects safety and structure and maintains confidentiality.

- b. The feedback process may include:
 - i. Consistent and multiple informal observations documented on appropriate observation forms.
 - ii. Clarifying questions to facilitate administrator's understanding of what was observed and/or recorded.
 - iii. Reflective questions intended to promote critical thinking for both employee and administrator.
 - iv. Employee and administrator conversation of effective practices and possible areas for further focus.
 - v. Feedback observed during collaboration time.
- c. Observation Forms will not be placed in personnel files; a hard copy or an electronic transmission of the administrator's observation is sent via email to the employee and may include questions for the purpose of clarification or to promote reflection and encourage new ideas. Any suggestions for improvement will be personally discussed within five working days of the feedback to allow for clarification and support.
- d. The information in the observation may be used to influence what the evaluator will look for in the formal evaluation process and/or for recommendation for re-employment of probationary employees.
- e. Feedback to employee must take place prior to formal evaluation, with use of appropriate Observational Feedback Forms.

3. Formal Evaluation:

- a. Compilation of feedback related to the professional standards shall be used to generate the formal evaluation, such as but not limited to, data analysis for service, specialized reports, facilitated meetings, delivery of professional development. [Exhibits F, H, I, and J] All sites will use the district approved evaluation form only.
- b. Site administrator may work together with evaluator to identify support and feedback to be included.
- c. To be reviewed at a mutually agreed upon time and date.
- d. No Surprises

4. Support Plan:

- a. The Support Plan process is intended to help the employee by establishing a clear plan for support including coaching, feedback and a commitment for support, resources, and follow-up as well as administrator to be clear on support and resources to provide.
- b. A Support Plan shall be used when an employee is identified as emerging and exploring in three elements within a specific standard.
- c. A Support Plan is developed in collaboration with employee and addresses the areas that require improvement.
- d. **TIMELINE:** Support plan will be in place until the end of year two (school years)

- i. Exit of support plan through evidence of growth to level 3 on evaluation.
5. The evaluation process is to be revisited by the evaluation committee as needed to account for changes in California Education Code and/or updated professional standards.

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