SAN LUIS COASTAL
UNIFIED SCHOOL DISTRICT

The CERTIFICATED EMPLOYEE EVALUATION Handbook

Revised August 2022

The Importance of the Evaluation System

One of the strongest determiners of student success is the quality of classroom instruction. Therefore, by increasing the quality of instruction through a mutual understanding of what effective teaching looks like, and having meaningful conversations about how to enhance professional practice, we believe an increase in student achievement will be a natural outcome.

The goals of our certificated employee evaluation system are as follows:

- Adopt an instructional framework for teaching and other certificated specialists
- Create a system for evaluating certificated employees with the goal of improving instruction and practice
- Train all administrators and certificated staff in the framework and the evaluation process
- Evaluate certificated staff using evidence and research-based practice

The Framework for Teaching

The SLCUSD Evaluation system is based on Charlotte Danielson's work, Framework for Teaching, a research-based set of components of instruction organized into four domains:
1) Planning and Preparation, 2) Classroom Environment, 3) Instruction, and 4) Professional Responsibilities. Each domain is divided into components for a total of 22 components overall.
Essential elements include:

- Rubrics that describe performance levels
- Observations that include the collection of evidence
- Performance level determinations based on evidence and critical attributes
- Conversations and reflections between evaluator and certificated employee

Frameworks for Specialist Positions

Not all certificated employees are teachers. Therefore, additional frameworks from the Danielson model are used for the following certificated employee groups:

- Counselors
- Credentialed School Nurses
- Instructional Specialists (those working primarily with adult learners such as Curriculum and Instruction Teacher On Special Assignment (TOSA), Instructional Coaches, or Teacher Induction Program (TIP) Coordinator)
- Library Media Specialist
- Psychologists
- Therapeutic Specialists

Those employees serving in more than one role in the district (e.g.,TOSA/Principal or Instructional Coach/Teacher) will only be evaluated using the rubric that is mutually agreed upon between the evaluator and the certificated employee. If there is no agreement, the rubric used will be the rubric for teachers.

Track Placement and Timelines

The following is an overview of tracks and critical dates used in evaluations.

Track 1:

Track 1 is for certificated employees who are in their first two years in the district in a certificated position, regardless of the number of years of past experience in other districts. Track 1 certificated employees will have two distinct evaluation periods per year (Mid-Year and Final). The timeline for a Track 1 employee is as follows:

Fall:

- Component Selection by October 1
- Two (2) formal, announced observations
- At least two (2) informal (unannounced) observations with written feedback prior to the mid year summative evaluation
- Mid-year summative evaluation period ends December 15

Spring:

- One (1) formal, announced observation
- At least one (1) informal (unannounced) observation with written feedback prior to the final summative evaluation
- Final summative evaluation period ends 30 calendar days prior to the last student instructional day Additional formal observations may occur by mutual agreement

Track 2 Formal:

Track 2 certificated employees will have one evaluation period per year (final summative).
Track 2 is for certificated employees who have been employed two or more years in the district in a certificated position.

The **standard schedule** for a Track 2 employee is to be formally evaluated every other year.

Contract Language (A.1.): Track 2 employees shall be formally evaluated at least once every other year unless the Track 2 employee meets the requirements of the law that allows for less frequent evaluations and the Track 2 employee and the evaluator agree to reduce the frequency of evaluations.

Education Code 44664(a)(3) allows for less frequent evaluations if the employee has been in the district ten or more years with the previous final summative evaluation rating as meeting or exceeding standards. Should these conditions be met, at the end of the first self-directed year the evaluator and the employee may agree to extend the self-directed track for a second year. If there is no agreement, the standard schedule will apply.

The timeline for a Track 2 formal employee is as follows:

- Component selection by October 1
- One (1) formal, announced observation required
- At least two (2) informal (unannounced) observations with written feedback prior to the final summative evaluation
- Final summative evaluation period ends 30 calendar days prior to the last student instructional day

Additional formal observations may occur by mutual agreement

Track 2 Self-Directed:
When a Track 2 employee is not in a formal evaluation year, the employee is in a self-directed year which includes goal setting, self-directed growth opportunities and goal reflection.
The timeline for a Track 2 self-directed employee is as follows:

- Self-Directed Goal Setting due by October 1
- Self-Directed Goal Reflection
- Track placement for the subsequent year to be determined by the end of the school year. Final Summative Evaluation form is used for track placement only.

Track 3:
Permanent certificated employees who have received an unsatisfactory rating in one or more components OR two or more basic ratings in a domain OR a majority of basics overall are placed in Track 3. This track is for improvement in the targeted components.
The timeline for employees on Track 3 is as follows:

- A performance improvement plan form based on the targeted components identified as basic and/or unsatisfactory on the most recent evaluation is completed by October 1. Progress will be reviewed monthly.
- Artifacts will be collected as evidence of performance.
- It is recommended that another evaluator jointly observe and give feedback to the employee on Track 3 based upon the rubric.
- The final summative evaluation may not be done sooner than the 90th school day of the school year, unless there is mutual agreement otherwise. Although typically employees on Track 3 are evaluated for the full year, by mutual agreement a shortened timeline is an option.

A Track 3 employee remains on Track 3 until ratings no longer reflect unsatisfactory performance, only one rating remains basic, or basic ratings are no longer the majority.

Track 4:
Permanent certificated employees who show a persistent lack of progress or improvement in targeted components as indicated in their Final Summative Evaluation in Track 3 are placed in Track 4.

- A performance improvement plan based on the targeted components identified as basic and/or unsatisfactory on the most recent evaluation is completed by October 1. Progress will be reviewed monthly.
- At a minimum, the process includes two formal observations and three informal observations for both the mid-year and final summative evaluation.

Proficiency in all targeted component(s) moves employee to Track 2 formal the following year.
Improvement in all targeted component(s) moves employee to Track 3 the following year.
If the employee does not move to Track 2 or 3, the employee will remain on Track 4.
Any component that becomes proficient or distinguished is no longer a targeted component.

A combination of individual and joint observations, and joint summative evaluations, by two evaluators includes:

- awareness of the Performance Improvement Plan (PIP)
- review/collection of artifacts
- independent and joint informal observations with independent scoring
- Independent and joint formal observations with independent scoring
- joint summative evaluations

Itinerant Employees

- Itinerant employees who work at more than one site will have one main evaluator. Other site evaluators may weigh in to their evaluation.

Certificated Employee on Leave

Employees working at least 75% of the school year will be evaluated, unless extenuating circumstances make it impossible. Unanticipated leaves of absence could require the evaluation be postponed to the next school year.

Retiring or Resigning Staff

Staff who have turned in signed retirement or resignation letters to the Human Resources Department will not be evaluated during the school year unless requested.

Administrator Calibration

In order to ensure that administrators are calibrated with the Danielson framework and rating system, the district purchased a software program (currently Teachscape) that requires all certificated administrators to demonstrate mastery in accurately evaluating a teacher's level of performance by watching approximately 10-20 hours of video and taking the online assessment that lasts 6-12 hours. This assessment must be completed by the administrator prior to the start of the evaluation process for any staff member. In addition, administrators recalibrate at least once annually by October 1st.

Elements of the Evaluation Process:

In addition to visits from, and interactions with, your evaluator, the following elements of the evaluation process include, but are not limited to:

Goal Setting/Goal Reflection (Track 2 Self Directed employees only):

Track 2 self directed certificated employees complete the goal setting and goal reflection process. These employees fill out the goal setting form in the TeachBoost system prior to meeting with their administrator. Prior to October 1, the certificated employee and evaluator meet to review the goals chosen by the certificated employee. Goals are for employee growth and do not need to align to school-wide goals. However, many employees choose to align goals with other focus areas (either chosen by the school, grade level team, or components). Progress on goals is reviewed at the end of the year.

Component Selection (Track 1, Track 2 Formal, Track 3, Track 4):

Components are the specific areas evaluators will be observing and scoring during the course of that school year.

The requirements for component selection are as follows:

- Track 1: 8 components all chosen by the evaluator. If the employee is participating in the Teacher Induction Program, the components will align with the requirements of this program.

- Track 2 Formal: 5 components will be chosen (2 by the certificated employee, 2 by the evaluator and 1 by mutual agreement).
- Tracks 3 and 4: Components identified as needing improvement in prior evaluations.

Walkthroughs:
A walkthrough is a brief unannounced visit from your evaluator. A certificated employee will not receive any scores from a walkthrough. A walkthrough will be followed with a brief written communication (such as an email) indicating areas of strengths observed and possible recommendations. Written feedback in a formal year may be used as evidence. Feedback is optional in a self-directed year. In a secondary school setting or for employees working at more than one site, walkthroughs may be performed by any administrator at the school site.

Informal Observations:
Informal observations are unannounced observations of a sufficient duration (a minimum of 20 continuous minutes) to collect evidence in order to provide scores indicating performance levels on components chosen for the year. Scores will be based on observable evidence. No scores will be given on components that were not observable during the informal observation. A discussion may occur with the certificated employee after the observation if requested by the certificated employee or administrator in order to promote growth in performance.

Formal Observations:
Formal observations include a pre-conference, scheduled lesson, and post-conference. Certificated employees are required to fill out the pre-conference form prior to meeting with their evaluator. Like the informal observation, evidence is gathered, scored, and shared at the post-conference. Certificated employees are strongly encouraged to fill out the post observation form after the lesson and prior to meeting with their evaluator. Pre and post conferences occur 3 days prior and 3 days after formal observations.

Final Summative Evaluation:
The final summative evaluation summarizes the performance observed during that school year. The components chosen are scored based on the informal observations, formal observations, and artifacts collected during that evaluation period. This includes evidence for components chosen in domains 1 and 4. Scores are based on chosen components only. The commendations and recommendations section summarizes overall performance in all components of the framework. This section of the evaluation may include strengths, recommendations and areas for future growth as a professional educator. Recommendations will be based on evidence and documentation that was previously shared with the employee. The final summative evaluation must be completed 30 calendar days prior to the last student instructional day. Final summative evaluations are placed in the employee's personnel file.

Questions and Concerns
Any questions or concerns related to the evaluation process should be directed to the Human Resources Department or SLCTA President.

Summative Evaluation Ratings

The Danielson framework is based on a growth mindset. The goal of the district is for all certificated employees to perform at the proficient level in all chosen components and to pursue continuous improvement. Performance levels or scores are given to each component observed in an informal and formal observation as follows:

Distinguished (4) *Teachers performing at the Distinguished level are master teachers and make a contribution to the field, both inside and outside of their school. Their classrooms operate at a qualitatively different level from those of other teachers. Such classrooms consist of a community of learners, with students highly motivated and engaged and assuming considerable responsibility for their own learning. All the common themes are manifested, as appropriate, in the classroom of a teacher performing at a Distinguished level.*

A classroom functioning at the Distinguished level seems to be running itself; it almost appears that the teacher is not doing anything. It is seamless; the students know what to do and get right to work. When novice teachers observe a class at this level, they typically don't recognize what they are seeing; they can observe the results of what the teacher has created but aren't always aware of how the teacher did it.

Distinguished-level performance is very high performance, and, indeed, some teachers (particularly with some groups of students) may never attain it consistently. As some educators have phrased it, "Distinguished-level performance is a good place to visit, but don't expect to live there." The student component is important, because with some groups of students it is a daunting challenge to create a community of learners. It may take all year to make much progress at all. But the Distinguished level remains a goal for all teachers, regardless of how challenging it may be in any particular set of circumstances.

Proficient (3) *The teacher performing at the Proficient level clearly understands the concepts underlying the component and implements it well. Most experienced, capable teachers will regard themselves and be regarded by others as performing at this level.*

Teachers at the Proficient level are experienced, professional educators. They thoroughly know their content, they know their students, they know the curriculum and have a broad repertoire of strategies and activities to use with students, and they can move easily to Plan B if that turns out to be necessary. And they have eyes in the backs of their heads! Many of the routines of teaching have become automatic, and proficient teachers have developed a sophisticated understanding of classroom dynamics and are alert to events that don't conform to the expected pattern.

Teachers performing at the Proficient level have mastered the work of teaching while working to improve their practice. They can also serve as resources to one another as they participate in a professional community.

Basic (2) *The teacher performing at the Basic level appears to understand the concepts*

underlying the component and attempts to implement its elements. But implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, visiting classrooms of other teachers, and experience (particularly supported by a mentor) will enable the teacher to become proficient in this area.
Performance at the Basic level is characteristic of student teachers or teachers new to the profession - those for whom virtually everything they do, almost by definition, is being done for the first time. So it is not surprising that not everything goes according to plan. Even when experienced teachers try a new activity, its implementation may be rough or inconsistent (for example, it may take longer than planned or not as long, or the directions for the activity may not be clear). In fact, when trying a new activity or when teaching in a new assignment, experienced teachers may perform at the Basic level for the same reason a new teacher might - they are doing something for the first time.

Unsatisfactory (1) *The teacher performing at the Unsatisfactory level does not yet appear to understand the concepts underlying the component. Working on the fundamental practices associated with the elements will enable the teacher to grow and develop in this area. In some areas of practice, performance at the Unsatisfactory level represents teaching that is below the licensing standard of "do no harm".*

Artifact Examples

Employees and their evaluators collect artifacts that provide evidence for the evaluation ratings.
A list of artifact examples can be found on the W drive:
W/Human Resources/Evaluation Information/Certificated/Documents for Teachers/Artifact Examples

Evaluation Matrix

The evaluation system is analyzed every year by the certificated evaluation committee. The following matrix has been created to summarize the details of this performance system. More information on the SLCUSD certificated evaluation system can be found in the following locations:

1) In the SLCTA contract on the district website under Human Resources Department
2) In the W drive under Human Resources – Evaluations – Certificated - Documents for All Users
3) In the Teachboost Resource Library

	Track 1	Track 2	Track 3	Track 4
MEMBERSHIP	Certificated employees new to profession and/or district	Experienced certificated employees in third or later year	Permanent certificated employees with an "unsatisfactory" in one or more components OR two or more "basic" ratings in a domain OR a majority of basics overall	Intensive assistance for certificated employees who show a persistent lack of progress or improvement in Track 3

· **Duration**	2 years	Ongoing	Until moved back to Track 2 (upon resolution of concern) or into Track 4 (minimum of 90 school days in Track 3 before moving to Track 4)	Until moved to another track.
· **Triggers that transition an employee out of current track**	Start of Year 3 moves to Track 2	"Unsatisfactory" in one or more components OR two or more "basic" ratings in a domain OR a majority of basics overall – results in a move to Track 3	Improvement in targeted component(s) moves to Track 2 "Formal eval;" continued unsatisfactory progress moves to Track 4	Proficiency in all targeted component(s) moves employee to Track 2 formal the following year. Improvement in all targeted component(s) moves employee to Track 3 the following year.
PROTOCOL				
· **Timeframe for written summative evaluations**	Summative evaluations occur twice a year, by Dec. 15 and no later than 30 days prior to end of year	Annually (formal or self-directed) see SCTA contract)	A performance improvement plan (PIP) will be developed by October 1 Summative evaluation no sooner than the 90th school day, or earlier by mutual agreement	A performance improvement plan (PIP) will be developed by October 1 Summative evaluations occur twice a year, by Dec. 15 and no later than 30 days prior to end of year
· **Number and selection process of components to be used in the summative evaluation**	Total of 8 components as chosen by evaluator - 3 each from Domans 2 & 3+1 each from Domains I & 4	**Formal only:** Employee & evaluator jointly select 1 component; employee selects 2 & evaluator selects 2 (total of 5 components from at least 2 domains)	Formal summative evaluation: · Targeted components of concern · Evaluator-directed	Formal summative evaluation: · Targeted components of concern · Evaluator-directed
· **Observation structure**	Fall : 2 formal, announced observations, 2 informal observations (w/written feedback) prior to the mid year summative evaluation Spring: 1 formal, announced observation, 1 informal observation (w/written feedback) prior to the final summative evaluation	**Formal:** 1 formal observation plus at least 2 informal observations (w/written feedback) **Self Directed:** Walkthroughs only (written feedback optional), no formal observation	For Domains 2 and 3 only: Fall:Minimum of 2 formal, announced observations, 2 informal observations (w/written feedback) prior to the mid year summative evaluation Spring: Minimum of 2 formal, announced observations, 2 informal observations (w/written feedback) prior to the final summative evaluation For Domains 1 and 4: see possible support systems.	For Domains 2 and 3 only: Fall: Minimum of 2 formal, announced observations, 3 informal observations (w/written feedback) prior to the mid year summative evaluation Spring: Minimum of 2 formal, announced observations, 3 informal observations (w/written feedback) prior to the final summative evaluation For Domains 1 and 4: see possible support systems.
· **Pre- & post-conference**	within 3 working days before and after formal observations	within 3 working days before and after formal observations	within 3 working days before and after formal observations	within 3 working days before and after formal observations

· **Artifacts**	Employee's use of (for example) lesson plans, grade books, parent communication, student work, assessment results; etc. (see List of Artifact Examples)	Employee's use of (for example) lesson plans, grade books, parent communication, student work, assessment results; etc. (see List of Artifact Examples)	Employee's use of (for example) lesson plans, grade books, parent communication, student work, assessment results; etc. (see List of Artifact Examples)	Employee's use of (for example) lesson plans, grade books, parent communication, student work, assessment results; etc. (see List of Artifact Examples)
· **Summative Evaluation Deadlines**	Dec. 15 for the mid-year summative evaluation and no later than 30 calendar days prior to the last student instructional day for the final summative evaluation	No later than 30 calendar days prior to the last student instructional day for the final summative evaluation	Focused summative evaluation no sooner than 90 work days, unless earlier by mutual agreement	Dec. 15 for the mid-year summative evaluation and no later than 30 calendar days prior to the last student instructional day for the final summative evaluation
· **Possible Support Systems**	Teacher Induction Program (TIP) (new only) Professional Learning Community (PLC) Professional Development (PD) Peer support/collaboration	PLC & PD as needed	Administration and/or peer support, release time, PLC, PD, co-developed targeted improvement plan, etc. For Domains 1 and 4: regularly scheduled professional improvement meetings. (approximately every month) May include observations as indicated in PIP Watch Teachscape calibration videos	All supports in Track 3 A combination of individual and joint observations, and joint summative evaluations, by two evaluators. (Refer to the evaluation handbook) Mandatory referral to Peer Assistance & Review. (PAR) Mandatory PAR participation is required of permanent teachers with an unsatisfactory performance evaluation related to teaching strategies, subject matter competence, and/or classroom organization Watch Teachscape calibration videos
· **Goal Setting and Goal Reflection**	N/A	**Self-Directed only:** Employee shall select at least 1 component from any domain	N/A	N/A