

Article 11
PROCEDURAL GUIDELINES FOR THE EVALUATION OF UNIT MEMBERS

- 11.0 The Association and District agree that the principle objective of the evaluation procedure is to maintain and/or improve the quality of education, and that the effectiveness of the instructional program is paramount in reaching this objective. The District retains the sole responsibility for the evaluation and assessment of the performance of each unit member, subject only to the following procedural requirements. Accordingly, no grievance arising under this article shall challenge the substantive objectives, standards, or criteria determined by the evaluator(s) or District, nor shall it contest the judgment of the evaluator and grievance shall be limited to a claim that the following procedures have been violated or unreasonably applied.
- 11.1 Each unit member shall be evaluated as to his/her competency as it relates to the progress of students toward the District-established standards of expected pupil achievement or program results for each grade level and each area of study, the progress of students toward the California Content Standards, the establishment and maintenance of the appropriate professional environment within the scope of the unit member's responsibility, the unit member's performance in implementing an approved plan to achieve each unit member's Plan for Professional Growth, and his/her other professional responsibilities as an employee of the District. Administrators are responsible for the evaluation of all employees and are expected to follow orderly methods of identifying strengths and deficiencies through the use of the California Standards for the Teaching Profession, Appendix G, and the implementation of the California Content Standards.
- 11.2 **PLAN FOR PROFESSIONAL GROWTH - Option A**
- 11.2.1 Each instructional unit member shall annually develop a Plan for Professional Growth, Appendix G, for the courses they are to teach which shall address how the unit member will incorporate two out of the six California Standards for the Teaching Profession into their teaching methods throughout the year. The unit member and the unit member's evaluator shall each choose one standard and the unit member shall devise a Plan for Professional Growth on those two chosen standards. The unit member shall not choose the same standard and devise a plan for Professional Growth on that same standard in consecutive school years. Within the plan, each unit member shall include the resources and/or support needed to incorporate the two chosen California Standards for the Teaching Profession into their teaching methods, as well as a timeline which projects the unit member's progression towards meeting the chosen standards. Additional input from each unit member's evaluator will also be included in the plan. Although unit members are responsible for devising an annual Plan for Professional Growth on only two standards, unit members are evaluated on all six of the California Standards for the Teaching Profession.
- 11.2.2 No later than October 1, each instructional unit member shall submit his/her Plan for Professional Growth, Appendix G, to his/her evaluator. On or before October 15, the unit member and the evaluator shall meet to discuss, modify and agree upon the plan. Consultation by the unit member and evaluator with the department chairpersons may be considered a part of the procedure used in reaching agreement on the unit member's approach to incorporating the two chosen California Standards for the Teaching Profession into their teaching methods. Under unusual and extenuating circumstances, the evaluator(s) may grant additional time upon the request by the unit member to modify his/her plan. The BTSA beginning teacher or any other teacher trained in CFASST may on a voluntary basis, utilize the Individual Induction Plan (IIP) in lieu of the annual Plan for Professional Growth. The IIP must be submitted to the administrator by November 1st.
- 11.2.3 In the event the unit member and evaluator are unable to agree on the approach to be taken in the Plan for Professional Growth for the year, they shall meet with the site principal. The site principal may consult with the department chairpersons and/or any other unit member(s) in making a decision. The unit member and the site principal shall make a good-faith effort to reach mutual agreement on the unit member's plan to incorporate the two chosen California Standards for the Teaching Profession into their teaching methods. To the extent that the

evaluator and the unit member disagree on the plan, the unit member may specify his/her position(s) in writing, including the identification of constraints which the unit member believes inhibits his/her ability to incorporate the California Standards for the Teaching Profession into their teaching methods. After giving consideration to the constraints identified by the unit member, the site principal shall make the final decision on the unit member's plan.

- 11.2.4 If, during the course of the evaluation period, circumstances arise which require modification of a unit member's Plan for Professional Growth, then the unit member and the evaluator shall meet and mutually agree to any such modifications. Disagreement shall be resolved by the procedure described in Paragraph 11.2.3 of this article.

11.3 EVALUATION AND ASSESSMENT METHODS - Option A

- 11.3.1 Each permanent unit member shall receive a minimum of one (1) written final evaluation every two (2) years and each probationary unit member shall receive a minimum of one (1) written final evaluation every year. The final Teacher Summative Evaluation form, Appendix G, shall be given to the unit member not later than thirty (30) calendar days before the last school day scheduled on the school calendar for the school year in which the evaluation takes place.

- 11.3.2 A final evaluation shall be based upon the performance of the unit member as described in Paragraph 11.1 of this article, as determined by the evaluator from the information obtained from the visitation procedure described below, from the evaluator's other direct observations of the unit member which were documented and of which the unit member was notified within ten (10) days of the observation, and from reports and other materials appropriately placed in the unit member's official personnel file.

- 11.3.3 When any permanent certificated unit member is on directed assistance, the District shall at a minimum evaluate the unit member annually until the unit member achieves a positive evaluation or is separated from the District pursuant to Education Code Section 44664.

Directed assistance may be provided as determined by the evaluator(s). The unit member may request directed assistance to correct identified deficiencies.

11.3.4 VISITATION PROCEDURE - Option A

- 11.3.4.1 Each permanent unit member who is a classroom teacher shall receive a minimum of one (1) formal classroom observation during the school year in which his/her final evaluation takes place no later than March 15. Each probationary or temporary unit member who is a classroom teacher shall receive a minimum of two (2) formal classroom observations; the first, no later than December 1 and the second, no later than March 15 of the school year. Unit members who are not classroom teachers shall also be visited and observed by the evaluator(s) under circumstances appropriate to the particular unit member in view of the nature of his/her duties and stated performance objectives for the year.

- 11.3.4.2 At least one (1) of the required classroom observations shall be on a "regular bell schedule" day and shall be for forty (40) minutes or a full period.

- 11.3.4.3 After each such visitation, the unit member and the evaluator shall attempt to schedule a conference within five (5) days, to discuss the evaluator's observations and the written completion of the District's Formal Classroom Observation Report, Appendix G. The evaluator shall discuss the professional strengths of the unit member, and provide constructive criticism and directed assistance with regard to any identified deficiencies.

- 11.3.4.4 Should a given visitation or observation result in comments which are considered by the unit member to be negative, before such comments are incorporated in the Teacher Summative Evaluation, the unit member may request and upon request be granted an additional visitation or observation. Additional observations may be arranged by mutual consent.
- 11.3.4.5 Subsequent visitation(s) should be scheduled to determine what progress, if any, has been made to correct identified deficiencies. When the evaluator(s) has determined that the unit member has corrected identified deficiencies, the evaluator(s) shall note the improvement on a subsequent Classroom Observation Form, and upon written request of the unit member, which may be made on the form, a copy of the noted improvements shall be attached to the earlier form which contains mention of the deficiency.

11.4 TIMELINE - OPTION A

- October 1 Plan for Professional Growth forms are due. Unit members submit Plan for Professional Growth to evaluator.
- October 15 Last date for conference between unit members and evaluators to discuss Plan for Professional Growth. A Pre-Classroom Observation Form, Appendix G, shall be submitted to the evaluator two days prior to the formal classroom observation.
- December 1 Last date for first visitation with probationary and temporary unit members.
- March 15 Last date for second visitation with probationary and temporary unit members.
- April 1 Last date for visitation with permanent unit members scheduled for evaluation.

The final Teacher Summative Evaluation form or Non-Instructional Certificated Employee Evaluation Form shall be given to the unit member not later than thirty (30) calendar days before the last school day scheduled on the school calendar for the school year in which the evaluation takes place.

- 11.4.1 The unit member and evaluator(s) shall sign all copies of the unit member's Classroom Observation Forms. The signature signifies only that the unit member acknowledged receipt thereof and does not imply agreement with the content. The unit member shall have the opportunity to respond in writing to any written statement made by the evaluator on the forms. Such statement shall be submitted on or before the unit member's last workday of the school year to which the evaluation relates and shall become an inseparable part of the unit member's evaluation record.

11.5 EMPLOYEE SELF EVALUATION - OPTION B

11.5.1 INTENT

It is the intent of the Antelope Valley Teachers Association (AVTA) and the Antelope Valley Union High School District (District) to provide an alternative process for unit member evaluation within the District. The self-evaluation program will be offered to all unit members who have rendered two years of successful service and have achieved tenure within the District. Unit members may annually opt for the self-evaluation program, rather than the every other year evaluation program defined as Option A. Unit members who are enrolled in the BTSA program would be eligible to use the IIP (Individual Induction Plan) in their second year of successful involvement in this program. All teachers on special assignment will be evaluated annually using option B for the special assignment. Temporary and probationary unit members would not be eligible for this program.

Teacher on Special Assignment (TSA) is any teacher that has any portion of their assignment outside the classroom excluding those compensated pursuant to Appendix D.

11.5.2 PROGRAM DESCRIPTION

The program of self-assessment for unit members is designed to develop a meaningful alternative to the traditional evaluation process. This program assumes the capability of certificated staff to set meaningful goals to serve as a process of professional growth. Persons who participate in the self-evaluation process must have shown a demonstrated competence in their assignment as confirmed by receiving a satisfactory evaluation in the previous two years under Option A, exhibit a defined philosophy within education, and have met District/site expectations for engaging in professional activities/duties.

11.5.3 PROGRAM COMPONENTS

- 11.5.3.1 Participation in the self-evaluation program shall be voluntary.
- 11.5.3.2 Professional development goals shall be based on the California Standards for the Teaching Profession or the National Standards for School Counseling programs or the appropriate professional standards for that unit member.
- 11.5.3.3 Unit members who declare for the self-evaluation program must do so in writing prior to October 1st of any given contract year.
- 11.5.3.4 Unit members who declare for the self-evaluation program may not opt out of the program after making their formal declaration after October 1st of the contract year.
- 11.5.3.5 Unit members in the self-evaluation program:
 - Will be assigned an administrator trained in Option B and the appropriate professional standards to monitor the progress of the self-defined goal(s).
 - Shall have the right to appeal any concern expressed by the assigned administrator to the site principal. The decision of the principal on issues related to the substance of any evaluation declaration shall be final and shall not be grievable as it relates to substantive issues.
- 11.5.3.6 Unit members shall declare a minimum of two goals reflecting the appropriate professional standards to be explored in depth. Creativity is encouraged in developing personal growth/self-improvement issues within the self-evaluation program.
- 11.5.3.7 Self-assessment plans shall be presented to site assigned administrators at the goals and objectives conference on or before November 1st of the given service year.
- 11.5.3.8 The formative and summative self-assessments for teachers shall be based upon the Descriptions of Practice (DOP) taken from the California Standards from the Teaching Profession.
- 11.5.3.9 Unit members will retain materials that will support progress made in meeting defined goals. Items may include, but are not limited to, unit member logs, student works, sample assignments photographs or videotapes, samples of student assessment, or written reflective works.
- 11.5.3.10 Unit members who elect to include peer coaching as a component of this plan must select a peer coach from those trained in cognitive coaching who can provide effective reflective feedback on the progress being made toward stated goals. Peer

coaches and unit members are encouraged to meet and confer a minimum of once per quarter with significant learning included in a reflective log. By the first day of school each year, the District will provide an annually updated list of personnel trained in cognitive coaching.

- 11.5.3.11 At the goals and objectives conference, the unit member and administrator will agree on a schedule for at least three visitations and at least two progress reviews that will take place during the school year. Visitations will focus on components of the unit members self declared goals as they impact or relate to students and/or student learning. Increased dialog is encouraged in pre and post conference activities allowing for substantive exploration of defined goal statements.
- 11.5.3.12 A year end summary shall be prepared and submitted by the unit member to the assigned administrator/evaluator no less than 30 days before the last day of school for the given contract year. During an exit interview, the administrator will sign the document indicating acknowledgment of the stated summary and of their participation in final reflective analysis. The administrator may choose to attach a written response.
- 11.5.3.13 All summative documents shall be placed in the employee's personnel file.
- 11.5.3.14 Unit members must annually declare for inclusion in the self-evaluation program (Option B). The evaluating administrator must concur with the unit member's declaration for continuing involvement.

11.5.4 **PROGRAM EVALUATION**

The unit member self-evaluation program shall be evaluated at the end of the first and second years of implementation. A composite committee appointed by the district and AVTA shall meet and confer to review all program components. Committee recommendations for modifications to any component or feature shall be forwarded to the office of the superintendent and the AVTA.

- 11.6 Unit members shall not evaluate any unit member.
- 11.7 The guidance counselor-counselee relationship shall be considered privileged and private in the evaluation procedures for guidance counselors.
- 11.8 It is recognized that valid educational purposes are served through the introduction and open exchange of ideas, materials and positions that might be deemed to be unpopular or controversial. However, such ideas and materials must comply with the approved Instructional Guides, Board policy and must be appropriate to the student level.
- 11.9 The District agrees to adhere to Board Policy 6144 (Controversial Issues, dated November 13, 1990) during the life of the Agreement.
- 11.10 No negative evaluation of performance shall be predicated upon lawful nonschool-related personal activities which have no impact upon the unit member's effectiveness as an employee.
- 11.11 No negative evaluation of a unit member's performance shall be predicated upon or influenced by information or material of a derogatory or critical nature which has been received by the evaluator(s) from others (such as parents and citizens) unless the unit member is first given notice and opportunity to discuss and attempt to resolve the matter with the complainant, and an opportunity to review and comment, including the right to enter his/her written comments into the records. Additionally, no written record of the complaint shall be entered unless such complaint is reduced to writing and signed by the complainant.

11.12.1 The proper utilization of an aide or teacher trainee who is assigned to work with a unit member may be considered in the evaluation of the unit member only if the unit member has authority and responsibility to direct the aide's or teacher trainee's work with the unit member's students. When a unit member reports to his/her supervisor a problem with the performance of a properly utilized aide or teacher trainee assigned to the unit member, the performance of that aide or teacher trainee shall not be considered in the evaluation of the unit member.

11.13 At the completion of each observation the evaluator shall use the Formal Classroom Evaluation Report (Appendix G). The year-end evaluation shall be on the Teacher Summative Evaluation Form (Appendix G). An Improvement Plan Form, Appendix G, may be used when the Formal Classroom Observation Report indicates that an Improvement Plan is attached and/or the Teacher Summative Evaluation Form indicates that the unit member's performance is unsatisfactory or needs improvement.

11.14 **EVALUATION OF NON-INSTRUCTIONAL CERTIFICATED PERSONNEL**

11.14.1 With respect to performance evaluations, non-instructional certificated personnel (i.e., guidance counselors, work experience teachers, program specialists, nurses) shall be evaluated in accordance with Education Code Section 44662.(c) which refers to the competency of such non-instructional certificated bargaining unit members as it reasonable relates to the fulfillment of job related duties and responsibilities and in accordance with the unit member's annually developed Plan for Professional Growth

11.14.2 Each non-instructional unit member shall annually develop a Plan for Professional Growth, Appendix G, which shall address how the unit member will fulfill his/her job related duties and responsibilities throughout the year. Within the plan, each unit member shall include the resources and/or support needed to fulfill his/her Plan for Professional Growth, as well as a timeline which projects the unit member's progression towards fulfilling his/her plan. Additional input from each unit member's evaluator will also be included in the plan.

11.14.3 No later than October 1, each non-instructional unit member shall submit his/her Plan for Professional Growth, to his/her evaluator. On or before October 15, the unit member and the evaluator shall meet to discuss, modify and agree upon the unit member's Plan for Professional Growth. Consultation by the unit member and evaluator with the department chairpersons may be considered a part of the procedure used in reaching agreement on the unit member's plan.

11.14.4 In the event the non-instructional unit member and evaluator are unable to agree on the approach to be taken in the Plan for Professional Growth for the year, they shall meet with the site principal. The site principal may consult with the department chairpersons and/or any other unit member(s) in making a decision. The unit member and the site principal shall make a good-faith effort to reach mutual agreement on the unit member's plan. To the extent that the evaluator and the unit member disagree on the plan, the unit member may specify his/her position(s) in writing, including the identification of constraints which the unit member believes inhibits his/her ability to develop a plan in accordance with the evaluator's wishes. After giving consideration to the constraints identified by the unit member, the site principal shall make the final decision on the unit member's plan.

11.14.5 If, during the course of the evaluation period, circumstances arise which require Modification of a non-instructional unit member's Plan for Professional Growth, then the unit member and the evaluator shall meet and mutually agree to any such modifications. Disagreement shall be resolved by the procedure described in Paragraph 11.13.4 of this article.

- 11.14.6 Each permanent non-instructional unit member shall receive a minimum of one (1) written final evaluation every two (2) years and each probationary unit member shall receive a minimum of one (1) written final evaluation every year. The Non-Instructional Certificated Employee Evaluation form, Appendix G, shall be given to all non-instructional certificated unit members not later than thirty (30) calendar days before the last school day scheduled on the school calendar for the school year in which the evaluation takes place. The non-instructional employee shall have the opportunity to respond in writing to any written statement made by the evaluator on the forms. Such statement shall become an inseparable part of the unit member's evaluation record and personnel file. Before the last school day scheduled on the school calendar for the school year, a meeting shall be held between the certificated employee and the evaluator to discuss the evaluation.
- 11.14.7 A Non-Instructional Certificated Employee Improvement Plan form, Appendix G, may be used when the Non-Instructional Certified Employee Evaluation form indicates that the unit member's performance is unsatisfactory or needs improvement and/or to address concerns with the employee's failure to meet applicable standards.