

The Teacher's Evaluation Instrument will be based on the 2009 California State Standards for the Teaching Profession. Binders will be prepared and distributed for all certificated staff.

A. All teachers shall be evaluated. The evaluation of all teachers is a responsibility of the administration. The intent of the evaluation process is to increase the effectiveness of certificated staff and the educational program and to provide constructive recommendations for improvement. In the achievement of these goals, consideration shall be given to:

1. Identifying and recognizing outstanding competence and performance of individuals;
2. Identifying conditions under which individuals serve which handicap the effectiveness of their services so that such conditions will be considered in the individual's evaluation, and administration may take action to remove such conditions;
3. Identifying weaknesses in the performance of individuals so that assistance may be provided to help such personnel overcome their operational deficiencies.

The evaluation process shall be positive in nature and directed toward increasing the professional competence of the evaluatee.

B. Criteria for Assessing Teacher Competency

The purpose of these criteria is to provide guidance to administrators in evaluating and assessing certificated employee competency as it reasonably relates to:

1. The progress of pupils toward the standards established pursuant to the established standards of expected pupil achievement at each grade level in each area of study.
  - . Determines student needs through the use of diagnostic techniques and tools.
  - . Uses knowledge of the curriculum and the standards to plan (appropriate) long- and short-range goals.
  - . Develops and implements learning activities relevant to those goals.
  - . Develops and/or uses appropriate evaluation systems and techniques.
  - . Develops and maintains records of student progress.
2. The instructional techniques and strategies used by the employee.

- . Demonstrates knowledge of techniques and strategies relevant to the subject matter taught.
  - . Determines and uses instruction based upon correct levels of difficulty.
  - . Organizes and makes effective use of instructional time.
  - . Develops and utilizes effective organization and presentation of lessons.
  - . Uses a variety of materials, equipment, and teaching techniques.
  - . Uses knowledge of sound principles of learning in presenting instruction.
3. Adherence to curricular objectives.
- . Uses knowledge of the curriculum and subject matter for which the employee is responsible.
  - . Uses district curriculum guides, scope and sequence frameworks, and/or course outlines to implement instruction.
  - . Monitors the progress of instruction toward the established curricular objectives.
4. The establishment and maintenance of a suitable learning environment within the scope of the employee's responsibilities.
- . Implements acceptable standards assuring the health, safety, and welfare of students.
  - . Establishes and maintains standards and procedures which promote an orderly learning environment.
  - . Maintains communication between home and school.
  - . Maintains an atmosphere of mutual respect among pupils, teachers, and staff.
  - . Maintains professional working relationships with colleagues and staff members.
  - . Supports procedures established within the school.
5. The evaluator may assess teacher performance in these additional elements:
- . Effectiveness of parent relationships.
  - . Teacher-staff relationships.
  - . Efforts toward professional growth.
  - . Assessment of other duties normally required to be performed by certificated employees as an adjunct to their regular assignments.

C. General Procedures

1. Teachers shall be evaluated by their immediate supervisor(s).
2. The work performance of all teachers shall be summarized in writing.

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TEACHER EVALUATION - Continued

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3. Teacher performance shall be evaluated in light of all evidence pertinent to the discharge of the teacher's professional responsibilities and his exercise of professional judgment.
4. All monitoring or observation of the work performance of a teacher will be conducted openly and with full knowledge of the teacher. Teachers will be given a copy of any evaluation report prepared by their supervisor(s) and will have the right to discuss such report with their supervisor(s).
5. Another certificated person may be involved in the evaluation process evaluation process when requested by the evaluatee or deemed appropriate by the supervisor. Data submitted by this person shall be considered by the supervisor in his evaluations, and shall become part of the evaluatee's file.
6. Overall evaluation activities will be the responsibility of the supervisor.
7. Probationary Teachers
  - A. Formal observations/evaluations will be conducted each year during the probationary period. Informal classroom observations will be conducted on an ongoing basis.
  - B. The principal will:
    1. Within the first 75 days of the teacher work year, conduct a minimum of one classroom observation and post-observation conference using the district-wide teacher observation forms and hold a summative evaluation conference using the district-wide teacher evaluation forms.
    2. Within the first 110 days of the teacher work year, conduct at least one additional classroom observation and post-observation conference using the district-wide teacher observation forms and hold a summative evaluation with the teacher using the district-wide teachers evaluation forms.
    3. Additional formal observations/evaluations may be conducted as needed.
    4. Evaluation and assessment of the performance of each teacher shall be made on a continuing basis. The evaluation shall include recommendations, if necessary, as to areas of improvement in the performance of the teacher. Whenever evaluation conferences are held at other than the stipulated formal evaluation periods, observations and recommended corrective action must be put into writing and a copy given to the evaluatee.
8. Permanent Status Teachers
  - A. Evaluation and assessment of the performance of each certificated employee shall be made on a continuing basis as follows: EC 44664
    1. For at least the first 10 years of employment, formal observations/evaluations will be conducted every other year. Informal classroom observations will be conducted on an ongoing basis.
    2. Personnel with permanent status who have been employed at least 10 years with the school district, are highly qualified, (if those personnel occupy positions that are required to be filled by a highly qualified professional by the federal No Child Left Behind Act of 2001) and whose previous evaluation rated the employee as meeting or exceeding standards and the evaluator and certificated employee being evaluated agree, the employee may be observed/evaluated at least every five years.

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TEACHER EVALUATION - Continued

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B. During a teacher's "on year", the principal (or assistant principal) will:

1. Within the first 90 days of the teacher's work year, conduct a minimum of one classroom observation and post-observation conference using the district-wide teacher observation forms.
2. By 30 days prior to the end of the school year, conduct at least one additional classroom observation and post-observation conference using the district-wide teacher observation forms.
3. By 30 days prior to the end of the school year, hold a summative evaluation conference with the teacher using the district-wide teacher evaluation forms.

C. Formal observations/evaluations may be conducted on a teacher's "off year", as needed.

9. The evaluation of members of the unit except for alleged violation of procedural matters, shall not be subject to grievance procedure.

D. Evaluatee

1. Provides the supervisor with a tentative set of educational goals and standards of management suitable for the learning environment of his/her class in written form not later than the second week of October.

Class and student goals shall be based upon Board approved standards of expected levels of student progress for each grade level. The goals should take into consideration students' capabilities and educational needs and shall specify criteria to be used in evaluating student achievement of the goals.

2. Meets with the supervisor to review tentative goals and modify as appropriate.
3. Carries out a program of instruction to meet specified goals and makes necessary assessments of progress toward goals.
4. Meets legal and district calendar dates applicable to evaluation.
5. Meets with the supervisor for interim conferences (if needed) and formal evaluations.

E. Calendar

Within the first 30 teacher workdays	All teachers describe tentative standards of performance and activities on evaluation form(s) for supervisor.
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Within the first 45 teacher workdays	Supervisor and teacher mutually agree to standards of performance and activities that are to form the basis of the evaluation. Another certificated person may be involved at this time in accordance with Section C.5.
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TEACHER EVALUATION - Continued

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Within the first 75 teacher workdays for probationary teachers

First formal classroom observation, post-observation conference, and summative evaluation conference. The supervisor will notify the evaluatee, in writing, of observation and/or evaluation results including, but not limited to:

1. Mutually agreed to standards of performance and activities;
2. Commendation for outstanding achievement;
3. Noted contributions to the achievement and success of the school program; and
4. Specific plans and suggestions for improvement, including plans for administrative assistance where appropriate.

Within the first 90 teacher workdays for permanent status teachers

First formal classroom observation and post-observation conference. The supervisor will notify the evaluatee, in writing, of observation results including, but not limited to:

1. Mutually agreed to standards of performance and activities;
2. Commendation for outstanding achievement;
3. Noted contributions to the achievement and success of the school program.

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Within the first 90 teacher workdays for permanent status teachers who are experiencing difficulties

Evaluation conference with permanent status teacher who is experiencing specific difficulties. Supervisor will notify the evaluatee, in writing, of observation and/or evaluation results including, but not limited to:

1. Mutually agreed to standards of performance and activities;
2. Commendation on areas showing improvement since last evaluation;
3. Specific plans and suggestions for additional improvement, including plans for administrative assistance where appropriate.

January/  
February

Additional written evaluation reports, based upon observations and conferences, as required. Continue effort for improvement and hold observations by more than one person if appropriate or requested.

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Within first 110 teacher workdays for probationary teachers

Second formal classroom observation, post-observation conference, and summative evaluation conference. Supervisor will notify the evaluatee, in writing, of observation and/or evaluation results including, but not limited to:

1. Mutually agreed to standards of performance and activities;
2. Commendation on areas showing improvement since last evaluation;
3. Noted contributions to the achievement and success of the school program; and
4. Specific plans and suggestions for additional improvement, including plans for administrative assistance where appropriate.

February/  
March

Additional written evaluation reports, based upon observations and conferences, as required. Continue effort for improvement and hold observations by more than one person if appropriate or requested.

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No later  
than 60  
calendar days  
before the  
end of the  
school year

Last day for mutually agreed to changes in standards.

No later than  
30 calendar  
days before  
the end of  
the school  
year

Final day for formal classroom evaluation, post-classroom observation, and evaluation conference with permanent status teachers.

April/May

The supervisor will summarize with evaluatee the accomplishment of goals and objectives for the year and begin to plan for developing goals and objectives for the succeeding year.

Dates and time lines may be altered upon mutual consent of the teacher and the principal with the approval of the superintendent.

#### F. Supervisor's Responsibility

The following guidelines are provided for information purposes only, and are not subject to the grievance procedure. It is understood that these guidelines are to assist the supervisor as the District's representative in the evaluation procedure. Should changes be made in these guidelines, the District would notify the teachers and make a copy of the changes available through their principal.

1. Hold one or more meetings with evaluatees during the orientation at the beginning of the school year to review district and school philosophy, goals, and objectives.
2. Holds one or more meetings with evaluatee during the orientation period at the beginning of the school year to review evaluation policies and procedures and the evaluation calendar at a staff meeting or individually, as needed.

3. Becomes familiar with job descriptions and evaluation regulations. Reviews evaluatee stated standards of performance and activities and schedules a conference with evaluatee and others participating in the evaluation, not later than November 1, for revision, if needed, and mutual agreement as to appropriateness of plans.
  4. Insures that appropriate evaluation procedures are initiated toward meeting agreed upon standards.
  5. Conducts interim evaluations, as needed.
  6. Meets all applicable legal and district calendar dates.
- G. The District reserves the right, notwithstanding this section, to dismiss a teacher for just cause as provided under the Education Code. This Article, with the exception of the procedures as specified in Sections C, D, and E of this Article, shall not be subject to the implementation of the grievance procedure. Evaluation material, for placement in a teacher's file, must be in compliance with the provision of this Article.

H. Revising the Teacher Evaluation Process

As the research on teacher evaluation continues, it will occasionally be necessary to update the existing teacher evaluation process.

1. One teacher representative from each school (nominated by the Placerville Elementary Educators' Association) and the principal from each school will meet with the superintendent to review the teacher evaluation process as requested by PEEA or the district.
2. The teacher evaluation process will be revised as agreed upon through a consensus of the committee. No votes will be taken. If consensus cannot be reached, the existing teacher evaluation process will remain intact.
3. Once a consensus of the committee has been reached, the recommendation(s) will be submitted to the negotiation team and the Superintendent.

I. Participation of Beginning Teachers Eligible for BTSA

1. It is expected that all eligible first and second year teachers will take part in the Beginning Teacher Support and Assessment Program.
2. Teachers involved with the BTSA Program will be eligible to earn units through California State University, Sacramento, based on the additional time that they are required to put in to participate in the BTSA Program.
3. The BTSA Program is a two-year commitment for teachers with no experience and one year for teachers with one year of experience.
4. Compensation for BTSA support providers shall be \$1,500 per year, per Beginning Teacher, hours determined by BTSA program.
5. If additional hours are deemed necessary by the BTSA provider and Site Administrator; the provider will be paid the current hourly rate up to 20 additional hours upon approval of the Superintendent.