

Certificated Employee Evaluation System (Traditional Cycle)

- 1)** Certificated Evaluation Calendar
- 2)** Self-Reflection: California Standards for the Teaching Profession
- 3)** PAR Language
- 4)** Article 10 Contract Language

Please refer to TeachBoost for forms:

- Pre-Observation Lesson Upload
- Goals Cycle
- Self-Assessment Summary
- Pre & Post Observation Reflections
- Pre & Post Conference Summary
- Summative Evaluation
- Teacher Assistance Plan

Deadline	Steps in Process	Log of Observations/Conferences
By September 15	All teachers to be evaluated will be notified in writing	
By September 30 – non permanent status By October 31 – permanent status	All teachers will identify individual areas of focus based on the California Teaching Standards and participate in an Area of Focus conference	Conference Date _____
By November 30 – non permanent status By February 1 – permanent status	Completion of 1 st Observation Cycle	Pre-Observation Conference: _____ Post Observation Conference: _____
By January 31	Completion of 2 nd Observation Cycle [if requested by evaluator or permanent teacher] per 10.7	Pre-Observation Conference: _____ Post Observation Conference: _____
By February 28	Completion of 3 rd Observation Cycle [if requested by evaluator or permanent teacher] per 10.7	Pre-Observation Conference: _____ Post Observation Conference: _____
By May 15	Teacher receives a copy of the summative evaluation	Date Summative Evaluation Received by Teacher: _____
By May 31	Teachers meet with evaluator for Final Evaluation Conference- both parties sign the final evaluation report	Final Evaluation Conference: _____
By June 10	Final evaluation report which includes: Certificated Evaluation Calendar, all Collaborative Assessment Logs, and the Summative Evaluation are filed with the Superintendent or designee	

(Directions: This Rubric is completed by the teacher prior to completion of the Areas of Focus Summary. It does not need to be shared with the Evaluator.)

1. Engaging and Supporting All Students in Learning

	Beginning	Emerging	Applying	Integrating	Innovating
Connecting students' prior knowledge, life experience, and interests with learning goals	Opens lesson to capture students' attention and interest. Teacher recognizes the value of students' prior knowledge and life experiences.	Ask questions that elicit students' prior knowledge, life experiences and interests. Some connections are made to the learning goals and objectives of the lesson.	Implements activities and elects questions that help students make connections between what they already know and the learning goals and objectives.	Uses questions and activities to extend students' abilities to integrate what they know with the learning goals and objectives. Makes adjustments during lesson to ensure that all students meet the learning goals.	Creates a context for students to synthesize learning goals and objectives with what they know and develop their own complementary learning goals.
Using a variety of instructional strategies and resources to respond to students' diverse needs	Uses a few instructional strategies. Delivers instruction with available resources and materials.	Varies instruction to increase student participation. Selects strategies, resources, and visuals with some consideration of students' academic and linguistic needs.	Elicits student participation through a variety of instructional strategies intended to match students' academic and linguistic needs. Checks for students understanding.	Uses a repertoire of strategies and resources. Selects and differentiates learning to accommodate students' diverse learning styles.	Uses extensive repertoire of strategies to meet students' diverse academic and linguistic needs and ensure fullest participation and learning for all students.
Facilitating learning experiences that promote autonomy, interaction, and choice	Direct learning experiences through whole group and individual work with possibilities for interaction and choice.	Varies learning experiences to include work in large groups and small groups, with student choice within learning activities.	Provides learning experiences utilizing individual and group structures to develop autonomy and group participation skills. Students make choices about and within their work.	Uses a variety of learning experiences to assist students in developing independent working skills and group participation skills. Supports students in making appropriate choices for learning.	Integrates a variety of challenging learning experiences that develop students' independent learning, collaboration, and choice.

<p>Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful</p>	<p>Focuses questions on fact and key concepts to support learning subject matter.</p>	<p>Asks critical thinking questions to relate facts and key concepts of subject matter. Some issues within the subject matter are identified by the teacher.</p>	<p>Engages students through activities and questioning strategies that develop skills in identification and understanding of key concepts and issues. Supports all students in problem posing and problem solving.</p>	<p>Engages students in analysis of key concepts and facts through activities and questions that consider multiple perspectives. Supports students to initiate problem posing, problem solving, and inquiry.</p>	<p>Facilitates regular opportunities for students to design and implement inquiries and problem solving to analyze content and draw conclusions, considering multiple perspectives within and across subject matter.</p>
<p>Promoting self-directed, reflective learning for all students</p>	<p>Directs learning experiences and monitors student progress within a specific lesson. Assistance is provided as requested by students.</p>	<p>Provides some opportunities for students to monitor their own work and to reflect on progress and process.</p>	<p>Supports students in developing skills needed to monitor their own learning. Students have opportunities to reflect on and discuss progress and process.</p>	<p>Structures learning activities that enable students to set goals and develop strategies for demonstrating, monitoring, and reflecting on progress and process.</p>	<p>Facilitates students to initiate learning goals and set criteria for demonstrating and evaluating work. Students reflect on progress/process as a regular part of learning experiences.</p>

2. Creating and Maintaining an Effective Environment for Student Learning

	Beginning	Emerging	Applying	Integrating	Innovating
Creating a physical environment that engages all students	Arranges room for teacher accessibility to or visibility of students. Room displays relate to the curriculum. Movement and access may be restricted by barriers.	Arranges and manages room for easy movement and access to resources. Room displays represent current topics of study.	Designs movement patterns and access to resources to promote individual and group engagement. Room displays are used in learning activities.	Designs and manages room and resources to accommodate students' needs and involvement in learning. Displays are integral to learning activities.	Uses total physical environment as a resource to promote individual and group learning. Students are able to contribute to the changing design of the environment.
Establishing a climate that promotes fairness and respect	Establishes rapport with individual students. Acknowledges some incidents of unfairness and disrespect.	Builds caring, friendly rapport with most students. Models equitable and respectful relationships. Has some strategies to respond to unfairness and disrespect.	Promotes caring and respectful interactions. Responds to incidents of unfairness and disrespect equitably. Encourages students to respect differences.	Maintains caring, respectful, and equitable relationships with students. Supports students in developing skills to respond to inequity and disrespect.	foresters a safe, inclusive, and equitable learning community. Students participate in maintaining a climate of equity, caring, and respect and may initiate creative solutions to conflicts.
Promoting social development and group responsibility	Encourages student responsibility for self. Creates opportunities for individual students to have classroom responsibilities.	Uses some strategies and activities to develop students' individual responsibility and recognition of others' rights and needs. Students share in classroom responsibilities.	Promotes positive students interactions as members of large and small groups. Provides some opportunities for student leadership within the classroom	Engages students in individual and group work that promotes responsibility to the classroom community. Supports students to take initiative in classroom leadership.	Facilitates an environment in which students take initiative socially and academically. Promotes and supports student leadership beyond the classroom.

Establishing and maintaining standards for student behavior	Communicates rules and consequences. Responds to disruptive behavior. Focuses attention on presenting lessons.	Establishes expectations and consequences for student behavior. Responds appropriately to disruptive behavior and promotes some positive behaviors.	Uses strategies that prevent or lessen disruptive behavior and reinforce expectations for behavior. Monitors behavior while teaching and during student work time.	Equitably reinforces expectations and consequences and supports students to monitor their own behavior and each other's in a respectful way.	Facilitates a positive environment in which students are guided to take a strong role in maintaining and monitoring behavior.
Planning and implementing classroom procedures and routines that support student learning	Establishes some procedures to support student learning. Students are aware of the procedures.	Develops and guides students to learn routines and procedures for most activities.	Identifies, supports, and monitors students in following routines and procedures that are appropriate and efficient for the learning activities.	Uses strategies to assist students in developing and maintaining equitable routines and procedures.	Assists all students in developing and internalizing equitable routines and procedures. Students show ownership of routines and procedures.
Using instructional time effectively	Pacing reflects too much or too little time for learning activities, classroom business, and transitions.	Provides time for students to complete learning activities. Develops some routines for classroom business and most transitions are timely. Uses strategies to pace and adjust instruction to ensure continual engagement.	Provides adequate time for presentation and for completion of learning activities. Paces instruction and classroom business to maintain engagement. Uses transitions to support engagement of all students.	Paces instruction to include ongoing review and closure of lessons to connect them to future lessons. Classroom business and transitions are efficient and integrated into learning activities.	Presents, adjusts, and facilitates instruction and daily activities so all students have time for learning, are continually engaged, and have opportunities for reflection and assessment. Supports students to self-monitor time on task.

3. Understanding and Organizing Subject Matter for Student Learning

	Beginning	Emerging	Applying	Integrating	Innovating
Demonstrating knowledge of subject matter content and student development	Has a basic knowledge of subject matter and student development. Promotes and understanding of key concepts.	Uses knowledge of subject matter to identify key concepts and associated skills.	Communicates key concepts, skills, and themes in an accurate, clear, and coherent manner. Builds on instruction with students' cognitive and linguistic abilities in mind.	Uses expanded knowledge of subject matter to support student understanding of key concepts, themes, multiple perspectives, and relationships in subject areas). Activities are suitable for students' cognitive development.	Flexibly uses comprehensive knowledge of subject matter and student development to ensure that all students understand key concepts, themes, multiple perspectives, and relationships in and among subject areas).
Organizing curriculum to support student understanding of subject matter	Demonstrates some knowledge of curriculum to support student understanding.	Uses knowledge of subject matter to promote students' understanding of key concepts, skills, and standards taught. May connect key concepts to standards and frameworks.	Identifies key concepts, skills, and units/themes to facilitate students understanding and reflect standards and frameworks.	Organizes and sequences subject matter clearly to coordinate core curriculum and content standards within and across subject matter as appropriate.	Designs and adapts subject matter to demonstrate a consistent in-depth student understanding of content and relationships among various concepts and themes. Content standards are fully integrated in the core curriculum.
Interrelating ideas and information within and across subject matter areas	Focuses on core curriculum and skills. Attempts to relate content to prior lessons within the subject matter.	Identifies key concepts and skills in core curriculum and standards and connects lessons to previous learning.	Connects key concepts, skills, and themes within subject matter to the standards. Builds on prior lessons and students' backgrounds.	Integrates key concepts, skills, and underlying themes within and across curriculum to support standards. Capitalizes on opportunities to make connections while teaching.	Connects key concepts and underlying themes within and across the curriculum to extend in-depth learning for all students. Supports students' application of cross-curricular learning.

<p>Developing student understanding through instructional strategies that are appropriate to the subject matter</p>	<p>May use a few instructional strategies to make the content accessible to students.</p>	<p>Matches one or more appropriate strategies to subject matter to effectively communicate concepts.</p>	<p>Matches strategies appropriate to subject matter to encourage student understanding and critical thinking. Strategies utilize students' interests and backgrounds.</p>	<p>Develops and uses multiple strategies that challenge all students. Assists students to individually construct their own knowledge and think critically.</p>	<p>Uses a repertoire of instructional strategies that are appropriate to subject matter. Utilizes strategies that challenge and support all students to independently apply and think critically about the subject matter.</p>
<p>Using materials, resources, and technologies to make subject matter accessible to students</p>	<p>Uses available instructional materials, resources, and technologies for specific lessons to support student learning.</p>	<p>Uses instructional materials, resources, and technologies to present concepts and skills. Some materials and resources reflect students' diversity. Develops some systems to provide equitable access to resources.</p>	<p>Selects and utilizes appropriate relevant instructional materials, resources, and technologies to present concepts and skills. Materials reflect linguistic diversity of students. Resources are made available to all students.</p>	<p>Selects, adapts, and creates a range of relevant materials, resources, and technologies to enrich learning, to reflect linguistic and cultural diversity of students, and to provide for equal access.</p>	<p>Analyzes, adapts, and creates a wide range of relevant instructional materials, resources, and technologies to extend students' understanding and provide equal access. Materials reflect diversity beyond the classroom.</p>

4. Planning Instruction and Designing Learning Experiences for All Students

	Beginning	Emerging	Applying	Integrating	Innovating
Drawing on and valuing students' backgrounds, interests, and developmental learning needs	Uses available materials and resources for academic lessons with some attention to students' interests and learning needs.	Develops and gathers materials to supplement available resources. Most lessons acknowledge students' prior knowledge, interests, and learning needs.	Develops lessons that incorporate students' prior knowledge, interests, instructional and linguistic learning needs.	Uses a wide range of materials to access and build upon students' prior knowledge, interests, instructional and linguistic needs, to extend student understanding.	Designs instruction to build on students' prior knowledge, instructional needs, linguistic needs, and diversity to challenge all students.
Establishing and articulating goals for student learning	Goals for lessons may be identified for students. Activities for lessons are explained.	Communicates expectations for student learning in most lessons.	Articulates and links goals to instructional activities. Maintains high expectations when setting goals for students.	Ensures that students understand short-and long-term learning goals. Goals reflect high expectations and challenge students at their level.	Articulates short-and long-term goals with high expectations for learning. Designs activities so that students have opportunities to participate in setting, revising, and achieving personal goals.
Developing and sequencing instructional activities and materials for student learning	Develops lessons to address a particular concept or skill utilizing available resources.	Develops most concepts and skills through a series of lessons that are connected and consider student linguistic and instructional needs.	Plans appropriately sequenced instruction and use of materials to promote student understanding of basic concepts and skills and considers linguistic and instructional needs.	Develops and sequences lessons appropriate to subject matter complexity and interrelatedness to ensure student learning.	Sequences instruction to help students synthesize and apply new knowledge and make connections within and across subject matter areas.
Designing short-term and long-term plans to foster student learning	Plans for daily lessons and activities based on available materials, curriculum outlines, and student content standards.	Plans for daily and weekly lessons with attention to unit/short-term goals and student content standards.	Develops short-and long-term plans that organize and link goals with learning activities and student content standards.	Designs and sequences short-and long-term plans appropriate to the content. Plans integrate goals, student content	Designs short- and long-term plans that are comprehensive and cohesive across the content.

Modifying instructional plans to adjust for student needs

			standards, and learning activities.	
Follows lessons as planned.	Adjusts lessons based on informal assessment of student understanding and performance from previous lesson, having taken note of student confusions.	Adjusts plans in advance to accommodate levels of ability and interests of most students. Makes modifications during lessons to address confusions and individual student performance.	Uses assessments to inform modifications of lessons in advance. Throughout the learning activity, assessments of student understanding are used to influence changes in instruction.	Uses a wide range of assessments to inform modifications of lessons in advance. Makes appropriate modifications for students during lessons and supports students in monitoring and communicating their own understanding.

5. Assessing Student Learning

	Beginning	Emerging	Applying	Integrating	Innovating
Establishing and communicating learning goals for all students	Uses available textbooks, resources, and curriculum guidelines to develop learning goals.	Identifies learning goals for lessons utilizing student content standards. Goals are communicated to students without revision.	Articulates goals based on student content standards. Clearly communicates learning goals to students and families.	Establishes clear and appropriate goals based on student content standards, with consideration of students' learning needs. Involves students and families in developing individual goals to support learning.	Integrates learning goals into all learning activities. Establishes, review, and revises learning goals with students and families on an ongoing basis.
Collecting and using multiple sources of information to assess student learning	Uses one or two sources of information to assess student learning and monitor student progress.	Uses several assessments to monitor student progress.	Develops strategies to use assessment tools for monitoring student progress and informing instruction.	Uses a variety of assessment tools. Collects, selects, and reflects upon evidence to guide short-and long-term plans and support student learning.	Embeds a wide range of ongoing assessments in instructional activities to provide consistent guidance for planning and instruction.
Involving and guiding all students in assessing their own learning	Checks and monitors work in progress. Communicates student progress through school mandated procedures.	Provides students with feedback on work in progress, as well as completed tasks. Some student involvement in correcting work.	Presents guidelines for assessment to students. Assists students in reflecting on and assessing their own work.	Integrates student self-assessment and reflection into the learning activities. Students engage in some peer assessment of work against criteria.	Engages all students in self- and peer assessment and in monitoring their progress and goals over time.

<p>Using the results of assessments to guide instruction</p>	<p>Administers required assessments. Recognizes student confusion and re-teaches material primarily using the same technique.</p>	<p>Uses information from some assessments to plan learning activities. Checks for understanding with a few students while teaching and addresses confusions.</p>	<p>Uses formal and informal assessments to plan lessons. Regularly checks for understanding from a wide variety of students to identify student needs and modify instruction.</p>	<p>Includes assessments as a regular part of instruction to plan and revise lessons. Identifies student understanding during the lesson using a variety of methods and adjusts teaching to meet student needs.</p>	<p>Uses a wide range of assessments to guide planning and make adjustments to teaching. Embeds broad-based checking for understanding in instruction and is able to modify and redesign lessons as needed.</p>
<p>Communicating with students, families, and other audiences about student progress</p>	<p>Provides students and families with information about their progress through school mandated procedures.</p>	<p>Provides students with information about their current progress as they engage in learning activities. Families and support personnel are contacted as needed.</p>	<p>Provides students with information about their current progress and how to improve their work. Establishes regular communication with families and support personnel.</p>	<p>Engages students, families, and support personnel in regular discussions regarding student progress and improvement plans. Ongoing information is provided from a variety of sources for students, families, and support personnel.</p>	<p>Involves students, families, and support personnel as partners in the assessment process. Provides comprehensive information about students' progress and improvement plans to students, families, and support personnel.</p>

6. Developing as a Professional Educator

	Beginning	Emerging	Applying	Integrating	Innovating
Reflecting on teaching practice and planning professional development	Reflects on elements of teaching (e.g., pacing, procedures, discipline, movement, materials, etc.).	Reflects on instructional successes and dilemmas. Plans professional development to add to instructional strategies and knowledge of student learning.	Reflects on the relationship of teaching practice and student learning. Plans professional development based on reflections.	Analyzes and reflects on teaching and learning based on evidence gathered regularly. Plans professional development based on reflections and other resources.	Integrates analysis and reflection into daily practice based on a wide variety of evidence in relationship to professional growth and student learning. Plans draw on a wide variety of resources to expand knowledge.
Establishing professional goals and pursuing opportunities to grow professionally	Develops goals through required processes. Attends required in-service trainings.	Sets goals considering self-assessment and other feedback. Expands knowledge and skills through available professional development opportunities (e.g., workshops, classes, seminars, etc.).	Sets short-term professional goals based on self-assessment of effectiveness, student learning, and feedback. Seeks out opportunities to realize professional goals.	Sets and modifies short-and long-term goals considering self-assessment and feedback from a variety of sources. Actively engages in and contributes to professional development.	Contributes to professional organizations, literature, and development opportunities to extend own teaching practice and that of colleagues. Leads professional development.
Working with communities to improve professional practice	Learns about students' communities. May take students into their community as part of learning activities.	Increases understanding of the roles of the community in students' lives. May attend selected community events. Uses some district resources and community resources available through the school.	Identifies and uses appropriate district resources in support of families and student learning. Expands knowledge of, and connections with, the full range of community resources.	Uses knowledge of and strengthens connections with local communities' cultures, services, and resources to support student learning.	Promotes school and community collaborations across multiple groups. Provides students with a full range of community experiences that benefit students and/or families.

Working with families to improve professional practice	Communicates with families at reporting periods and school events. Advises families of problems. Recognizes the role of the family in student learning.	Shares student progress and classroom activities. Invites families to contribute in the classroom. Values family backgrounds and their role in student learning.	Regularly communicates student progress in appropriate ways, taking into account the diversity of families. Encourages families to contribute to the classroom and school.	Maintains regular and responsive communication with all families. Provides opportunities for families to actively participate in the classroom and school.	Engages families in a variety of responsive, ongoing, two-way communications in support of student success. Structures a wide range of opportunities for families to contribute to the classroom and school community.
Working with colleagues to improve professional practice	Establishes a positive working relationship with a few colleagues. Interacts with colleagues to gather resources. Seeks out trusted colleagues to consider solutions to problems with students.	Expands positive working relationships with colleagues and support staff. Collaborates with colleagues to plan curriculum, coordinate resources, and solve problems.	Works constructively with colleagues and support staff to improve student learning and reflect on practice.	Engages staff in dialogue and reflection to support student learning and teacher growth in responsive and appropriate ways.	Provides opportunities to collaborate with staff to support learning for all students. Provides leadership for and contributes to the learning of other educators.
Balancing professional responsibilities and maintaining motivation	Has a positive attitude in the classroom. Develops an understanding of professional responsibilities.	Maintains positive attitude, demonstrates understanding of professional responsibilities, and seeks support to balance professional responsibilities with personal needs.	Maintains a positive attitude through the year, demonstrates professional integrity, and balances professional responsibility with personal needs.	Maintains motivations and commitment to all students, demonstrates professional integrity, and challenges self intellectually and creatively.	Maintains motivation and commitment to all students in the professional community, demonstrates and models professional integrity, and challenges self intellectually and creatively throughout career.

PEER ASSISTANCE AND REVIEW PROGRAM

- 1) Purpose
 - 1.1 The Peer Assistance and Review Program (Program) allows exemplary teachers to assist teachers in need of development and/or improvement in the areas of subject matter knowledge, teaching strategies, teaching methods, and instruction, based on the California Standards for the Teaching Profession (CSTP).
 - 1.2 The Program's assistance shall be provided through Consulting Teachers as described in detail in Sections 3 and 4.2 of this section. This assistance shall not involve participation in nor conducting of the evaluation of certificated unit members as set forth in Article X of the Agreement of Education Code 44660, et seq., except for making available to the evaluator the report of a unit member's participation in the Program.
- 2) Definitions for Purposes of this Document
 - 2.1 "Classroom Teacher" or Teacher – Any Classroom teacher in in the certificated bargaining unit.
 - 2.2 "Participating Teacher" – A unit member with permanent status who has received an unsatisfactory because his/her evaluator has determined that s/he does not meet one or more of the Mountain View Whisman School District teaching standards in the areas of subject matter, knowledge, teaching strategies, or teaching methods, or instruction.
 - 2.3 "Consulting Teacher" – An exemplary teacher meeting the requirements of subsection 4.2.1 who is approved by the Joint Panel to provide Program assistance to a Participating Teacher.
 - 2.4 "Evaluator" – An administrator appointed by the District to evaluate a certificated teacher.
- 3) Program Outline
 - 3.1 For Participating Teachers
 - 3.1.1 Any participating teacher who has received an unsatisfactory rating due to not meeting standards in CSTP Standards 1 through 5 must participate in the program.
 - 3.1.2 The Consulting Teacher's assistance and review shall focus on the specific areas identified in the support/improvement plan developed by the PT's Evaluator when the PT received an unsatisfactory.

PEER ASSISTANCE AND REVIEW PROGRAM

- 3.1.2.1 These areas for improvement shall be aligned with student learning, clearly stated, and consistent with Education Code Section 44662. These recommendations shall be considered as the performance goals required by Education Code Sections 44644(a) and 44500(b) (2).
- 3.1.2.2 The Evaluator, the Consulting Teacher, and PT shall meet and discuss the recommended areas of improvement as evidence of progress made, as outlined by the Evaluator and the types of assistance that will be provided by the Consulting Teacher.

The Consulting Teacher and the Evaluator(s) are expected to coordinate and align the assistance provided to the PT.
- 3.1.2.3 The Consulting Teacher and the PT shall meet to discuss the plan for assistance. After that meeting, the Consulting Teacher will provide the assistance set forth in section 4.2.6, which shall also involve conducting multiple classroom observations and coaching.
- 3.1.3 At the end of the time period specified in the support/improvement plan, the Consulting Teacher shall complete a written report describing the teacher's participation in the Program. This report shall consist solely of:
 - 1) a description of the assistance provided by the Consulting Teacher; and
 - 2) a description of the PT's participation in the program. This report shall be submitted to the Joint Panel, with copies also submitted to the PT and the Evaluator.
- 3.1.4 The Consulting Teacher's report (described in 3.1.3) shall be made available as part of the PT's annual evaluation. Either the Evaluator or the PT may choose to have the report included in the annual evaluation. Functions performed by the Consulting Teacher shall not constitute either management or supervisory functions as defined by Government Code Section 3540.31 (g) and (m). The Consulting Teacher is not the PT's evaluator.
- 3.1.5 After receiving the reports described in section 3.1.4, the Joint Panel shall recommend in writing to the Governing Board (and provide copies simultaneously to the PT, Consulting Teacher, and Evaluator), one of the following:

PEER ASSISTANCE AND REVIEW PROGRAM

- 3.1.5.1 That the elements of the support/improvement plan have been completed and that the PT is demonstrating a satisfactory level of performance and will be exited from the Program.
- 3.1.5.2 That continued participation in the Program is recommended for the following school year. This shall be on a one-time basis.
- 3.1.5.3 That, despite sustained assistance (at the end of the second year in the Program), the PT is not able to demonstrate satisfactory performance, and further assistance in the Program will not be successful. Therefore the Governing Board will determine next steps for the PT.

4) Governance and Program Structure

4.1 Joint Panel

- 4.1.1 The Peer Assistance and Review Program will be administered by a Joint Panel consisting of five (5) members, three (3) selected by Mountain View Educators Association and two (2) *administrators* appointed by the District. Qualifications for the teacher representatives shall be the same as those for Consulting Teacher as set forth in Section 4.2.1.
- 4.1.2 The Panel shall establish a procedure for selecting the Chair. The term of the Chair shall be one year, and the position shall alternate between the Association and the District. The Chair shall be a full voting member of the panel.
- 4.1.3 Four of the five members will constitute a quorum for purposes of meeting and conducting business.
- 4.1.4 The Joint Panel will make through consensus all decisions in the areas for appointments, reports and recommendations to the Governing Board, and Program plan. Failing consensus, decisions will be made by a majority vote.
- 4.1.5 The Joint Panel's primary responsibilities are to establish the annual Program and to approve and oversee the Consulting Teachers. In addition, the Panel is responsible for:
 - Coordinating with the District to provide training for Consulting Teachers, for panel member, and where appropriate, for any participating teachers;
 - Reviewing Consulting Teachers' reports;

PEER ASSISTANCE AND REVIEW PROGRAM

- Submitting to the Governing Board recommendations regarding PTs, including forwarding the names of any individuals who, after sustained assistance, are unable to demonstrate satisfactory improvement;
- Forwarding to the office at the end of the year all the records regarding the Program, which shall be filed separately from the individual personnel records, except as set forth in Section 3.1.5 above.

4.2 Consulting Teachers

4.2.1 Minimum qualifications for Consulting Teacher:

- A fully credentialed Classroom teacher with permanent status and at least five (5) years of teaching experience;
- Demonstrated ability to work cooperatively and effectively with other teachers and administrators (as described in 4.2.2).

4.2.2 If available, the Consulting Teachers will be chosen from teachers currently on special assignment (TOSA) who have been selected as instructional coaches due to their status as master teachers. If those positions no longer exist, the following procedure will take place:

4.2.2.1 The Human Resources Department shall post Consulting Teaching positions. Each applicant shall be required to submit a completed application, which shall include at least three references from individuals who have direct knowledge for the applicant's abilities for the position, including at least one reference from District principal. The Panel's procedures for selecting Consulting Teachers shall include provision for interviews and classroom observations of candidates. The Joint Panel will make the selection, which will be forwarded to the Superintendent. All applications and references will be treated with confidentiality and will not be disclosed except as required by law.

4.2.3 The Joint Panel will approve Consulting Teachers. Within the first six (6) weeks of the assignment, either the Consulting Teacher or the PT may petition the Panel for an assignment change, stating the reasons. The PT shall be allowed one assignment change per year.

4.2.4 Consulting Teachers will provide support in the following ways:

- a) Meeting and consulting with the Evaluator(s) and PT or designee regarding the nature for the assistance being provided;
- b) Observing the PT during periods of classroom instruction;

PEER ASSISTANCE AND REVIEW PROGRAM

- c) Demonstration teaching for the PT or arranging opportunities for the PT to observe other teachers;
 - d) Facilitating the PT's access to specific training in specified teaching techniques or in designated subject matter;
 - e) Other activities appropriate to the PT's needs and interests.
- 5) Compensation
- 5.1 Joint Panel members shall be paid at the "without students" rate for up to twenty (20) hours. If additional time is required to perform the tasks, Joint Panel members shall seek pre-approval from the Assistant Superintendent of Human Resources.
 - 5.2 Consulting Teachers will be paid on the teacher's salary schedule, plus an annual stipend of \$2000 for the extra PAR duties required.
- 6) Other Provisions
- 6.1 Unit members who function as Joint Panel members or Consulting Teachers under this document shall not be considered either management or supervisory employees as defined by Government Code Section 3540.1 (g) and (m).
 - 6.2 Unit members who perform functions as Consulting Teachers or Joint Panel members under this document shall have the same protection from liability and access to appropriate defense as other public school employees pursuant to Division 3.6 (commencing with Section 810) of Title 1 of the California Government Code.
 - 6.3 Records
 - 6.3.1 All documents and information relating to the participation in this Program will be regarded as a personnel matter and subject to the personnel record exemption of the California Public Records Act (Government Code Section 6250, et seq.) The annual evaluation of the Program's impact, excluding any information on identifiable individuals, shall be subject to disclosure under the Public Records Act.
 - 6.3.2 All parts of the selection process for Consulting Teachers will be treated as confidential and will not be disclosed except as required by law.
 - 6.3.3 All documents will be filed by the Personnel office separately from the individual personnel records, except as set forth in 3.1.5 above.

ARTICLE 10

EVALUATION PROCEDURES

In accordance with the Conceptual Agreement the parties agree to the following language changes related to procedures.

- 10.1 The purpose is to maintain or improve the quality of instruction in the District. This process should result in better understanding and mutual trust.

- 10.2 The timelines established in this article are guidelines that should be followed. However, if necessary, these dates may be extended by mutual agreement. The reason for the extension will be written on the evaluation timeline forms. The dates established for dismissal cases pursuant to the Education Code shall be in no way altered by the District.

- 10.3 All bargaining unit members to be evaluated in a given year will be notified in writing and given the timeline process by September 15th of that year. During the month of September, the Evaluator will meet with all teachers to be evaluated to review general procedures and options.

- 10.4 All certificated staff will identify their individual areas of focus (which shall include three standards from the California State Teaching Standards) for the year and participate in a conference to discuss the areas of focus by September 30th. Areas of focus set by certificated staff who are not in an evaluation year shall be part of his/her professional growth and not monitored by administration.

- 10.5 By September 30th of each school year in which evaluation is to take place, the evaluator and the bargaining unit member shall meet and mutually agree on areas of focus (which include three standards from the California State Teaching Standards). The evaluator may add to these areas of focus, if necessary, in order to conform to the District goals, objectives and strategies.

- 10.6 Every bargaining unit member new to the District, whether probationary or temporary, shall be observed with written follow up by the immediate supervisor, at least (3) times during the first year. At least three (3) written observations shall contribute to the end of year evaluation.

- 10.7 Other probationary or temporary bargaining unit members shall be observed with written follow up by the immediate supervisor at least once each school year. At least two (2) written observations shall contribute to an end of the year evaluation.
- 10.7.1 A temporary bargaining unit member working in a reduced assignment position shall be evaluated at least every other year after the third year of employment in that same position.
- 10.8 Every permanent bargaining unit member shall be evaluated in writing at least every other year by the immediate supervisor. A minimum of one (1) written observation shall contribute to the end of the year evaluation and will take place by February 1. Additional observations may be requested by the evaluator or the teacher, and shall be granted. These may take place before or after February 1.
Tenured bargaining unit members with ten years of District service who are "highly qualified" under ESEA may be evaluated up to every 5 years with the mutual agreement of the evaluator and bargaining unit member. Either party may ask to revert back to the traditional every other year schedule.
- 10.9 For the purpose of ascertaining the degree of progress toward agreed upon objectives, the evaluator shall conduct during the first trimester, when appropriate, at least one observation lasting at least 20 minutes. These observations shall be scheduled between the evaluator and teacher at least three (3) days in advance or by mutual agreement. Following an evaluation observation, a meeting shall be held within five (5) days, unless mutually agreed otherwise, for the purpose of sharing with the teacher all observation reactions. Additional observations may be unscheduled.
- 10.10 By the end of the first trimester in an evaluation year, each evaluator shall ascertain the degree of progress, and shall assist the individual being evaluated in meeting the objectives where assistance is indicated.
- 10.10.1 Where assistance is indicated the evaluator shall take positive action to help correct deficiencies. Such action shall include specific recommendations for improvement, direct assistance in implementing such recommendations, and may include at least two (2) half days of released time for the teacher to visit and observe other similar classes in

other schools. A summary of the assistance plan will be included as part of the written evaluation.

- 10.10.2 Any permanent employee who at the end of the school year receives an unsatisfactory in Domains 1,2,3, or 4 of the contract language cannot be changes shall be referred to PAR Program in accordance with Appendix D of this Agreement.

- 10.11 During the course of the evaluation period, circumstances may arise which require modification of the evaluation parameters. Revision may be accomplished at any time at the request of either evaluator or teacher, and the concurrence of both.

- 10.12 An evaluator shall base an evaluation of the teacher on information collected through direct observation. Observed conduct may be used as part of the evaluation procedure. Unobserved conduct shall be investigated by the administrator and be communicated with the teacher separate from the evaluation procedure.

- 10.13 The bargaining unit member being evaluated may comment, in writing, on the evaluation. Non-permanent status bargaining unit members shall be informed at the time of the annual evaluation conference whether or not their overall rating meets the requirement for permanent status recommendations. The timeline for the evaluation process shall be as follows:

Deadline	Steps in Process	Log of Observations/Conferences
By September 15	All teachers to be evaluated will be notified in writing	
By September 30 – non permanent status By October 31 – permanent status	All teachers will identify individual areas of focus based on the California Teaching Standards and participate in an Area of Focus conference	Conference Date _____
By November 30 – non permanent status By February 1 – permanent status	Completion of 1 st Observation Cycle	Pre-Observation Conference: _____ Post Observation Conference: _____
By January 31	Completion of 2 nd Observation Cycle [if requested by evaluator or permanent teacher] per 10.7	Pre-Observation Conference: _____ Post Observation Conference: _____
By February 28	Completion of 3 rd Observation Cycle [if requested by evaluator or permanent teacher] per 10.7	Pre-Observation Conference: _____ Post Observation Conference: _____
By May 15	Teacher receives a copy of the summative evaluation	Date Summative Evaluation Received by Teacher: _____
By May 31	Teachers meet with evaluator for Final Evaluation Conference- both parties sign the final evaluation report	Final Evaluation Conference: _____
By June 10	Final evaluation report which includes: Certificated Evaluation Calendar, all Collaborative Assessment Logs, and the Summative Evaluation are filed with the Superintendent or designee	

The timeline can only be modified by mutual agreement between the unit members and the site administrator responsible for the evaluation. The form for the timeline shall be attached as Appendix.

10.14 Any bargaining unit member who is dissatisfied with the evaluation which is placed in the confidential personnel file may attach a reply thereto.

10.15 The District shall maintain a single personnel file for each bargaining unit member. Bargaining unit members or, upon written authorization, association representatives, may inspect their personnel file. Inspection of the file shall take place at the District Office at a mutually convenient time. A bargaining unit member may request and receive a copy of any item in the personnel file with the exception of confidential letters of reference.

10.16 It will be up to the discretion of the unit member to determine the need of a TOSA to participate in any part of the evaluation process including choosing the areas of focus as defined in Article 10.5 for the evaluation process. Any feedback provided by the TOSA shall not be used in any formal observations and/or evaluation forms.

10.17 Tenured Teacher Option: Self-Directed Evaluation – Definition:
A self-directed system of evaluation is one that facilitates trust between staff and administration, supports teacher autonomy and learning which in turn will serve as a model for student learning and autonomy, and acknowledges the varying stages of a teacher's professional development as he/she progresses through his/her career.

10.17.1 Eligibility
Permanent (tenured) bargaining unit member with five (5) years of District service may choose self-directed evaluation if the following criteria have been met:

- a) Most recent evaluation is satisfactory in all areas.
- b) The Principal agrees that a self-directed evaluation best serves the professional growth of the bargaining unit member.

- 10.17.2 Procedure
Any tenured bargaining unit member interested in pursuing self-directed process shall meet with the Evaluator no later than September 30th. If it is determined that the bargaining unit member is eligible then a formal meeting will be held no later than October 31st for the bargaining unit member to present his/her proposal plan. The Evaluator shall review and approve the plan or work with the teacher to develop a mutually agreeable plan.
- 10.17.3 As the year proceeds, the plan may be changed.
- 10.17.3.1 Scheduled Interactive Sessions – Part of the program may be regularly scheduled interactions regarding the teacher's progress on the identified goals. The type of interactions may vary from option to option.
- 10.17.3.2 The self-directed evaluation form for documenting a record of the professional growth enables the teacher and Evaluator to be aware of the nature of the activities.
- 10.17.3.3 The signing of the form by the Evaluator at the end of the year ensures that the legal requirements for evaluation have been met.

10.18 Appeal Panel
Any dispute regarding the substance or procedure of an evaluation may be appealed by the bargaining unit member to a panel consisting of the President of the Association and the Superintendent or designee. The panel will meet in a timely fashion in order to reach a decision by the critical dates listed in this article. The final evaluation report shall remain the responsibility of the District administration, subject to the unit member's right to file comments as set forth in Section 10.14.

10.19 Grievability
The substance of observations and evaluations shall be non-grievable.