

Certified Staff Evaluation Information & Overview 2019-20

General Information

Article 6 – Supervision and Evaluation of the Agreement guides evaluation process for all certified staff.

–Link to Agreement: <https://hr.svvsd.org/files/SVVEA-SVVSD%20Agreement%202018-20.pdf>

- Promotes growth and development of students, teachers and leaders.
- Basis for continuous improvement of professional practices and student learning.
- Measure and documentation of professional practice and student learning leading to the annual effectiveness rating.
 - It is critical to document high performance practices (strengths) and areas of concern (weaknesses), including suggested improvement strategies and supports in the Online Evaluation Management System

Definitions

- **Teacher** – licensed employee under a teaching contract.
- **Specialized Services Professionals** – Audiologists, School Counselors, School Nurses, Occupational Therapists, School Orientation and Mobility Specialists, Physical Therapists, School Psychologists, Social Workers & Speech-Language Pathologists.
- **Coach/Mentor** – licensed employees under a teaching contract in a full-time non-teaching role, such as: coaches/mentors, curriculum specialists, clinical professors & other professional development positions.
- **Evaluator** – licensed administrator or administratively licensed and trained dean.

Definitions (continued)

- **Artifacts** – multiple documents, materials, processes, strategies and data sources provided by either the evaluator or teacher used in assessing teacher performance.
- **Formal Observation** – minimum of 20 minutes conducted with knowledge of teacher that include a face-to-face post-observation conference.
- **Informal Observation** – general observation by evaluator relative to teacher performance that do not require post-observation conference.
- **Walk-through** – focused classroom visit for brief period of time with documentation provided to teacher and opportunity for reflection and/or conversation about teaching and learning.

Definitions (continued)

- **Professional Growth Goals** – specific teacher actions with targeted measurable outcomes to enhance or improve performance.
- **Measures of Student Learning (MSLs)** – identified indicators of student academic growth by either the individual teacher or a collective group associated with individual groups of students.

Definitions (continued)

- **Initial End of Year Review Report** – document indicating final professional practice ratings, summary of strengths and weaknesses, professional growth recommendations, observation dates, and recommendation for future employment.
- **Final End of Year Review Report** – document indicating annual teacher effectiveness ratings (overall rating) based on combined professional practice and measures of student learning ratings as determined by review of data and information collected through the evaluation process.

Definitions (continued)

- **Teacher Improvement Plan (TIP)** – specific to performance concerns identified in the evaluation process and rated *partially ineffective* or *ineffective*.
- **Remediation Plan** – addresses performance concerns from TIP that continue and are documented in the End of Year Review Report.

Evaluation Options

- **Certified Rubric** (for classroom teachers)
- **SSP Rubric** (Specialized Services Professionals only - Audiologists, School Counselors, School Nurses, Occupational Therapists, School Orientation and Mobility Specialists, Physical Therapists, School Psychologists, Social Workers & Speech-Language Pathologists)
- **Coach/Mentor Rubric** (for any full-time teachers in a non-teaching role, such as: coaches/mentors, curriculum specialists, clinical professors & other professional development positions)
- **Alternative Options** (for any qualifying certified staff member)
 - **Option 1** – Observations and Walk-through Process
 - **Option 2** – Self-Reflection Process
 - **Option 3** – Peer Observation Process

All Rubric Options – General Evaluation Requirements

- Probationary teachers, SSPs and coaches/mentors (first three years of District employment)
 - Shall receive an Initial End of Year Review Report and a Final End of Year Review Report based on the data and information collected through the assigned rubric during at least **two** formal observations.
- Non-probationary teachers, SSPs and coaches/mentors (beginning in the fourth year of District employment)
 - Shall receive an Initial End of Year Review Report and a Final End of Year Review Report based on the data and information collected through the assigned rubric during at least **one** formal observation.

Certified Rubric – Specific Requirements

- Teacher submits a Professional Growth Goals/MSL Plan that includes:
 - One Collective Measure, one Measure of Individually-Attributed Growth, one Measure of Individual or Team Student Growth and one Professional Growth Goal.
- Mid-Year Review Meeting
 - Feedback on performance as measured by the Certified Rubric Professional Practice Standards and an update on progress toward Professional Growth Goals/MSL Plan.
- Initial End of Year Review Report
 - Final Certified Rubric Professional Practices ratings, summary of strengths and weaknesses, professional growth recommendations, dates of observations and recommendation for employment for the following year.
- Final End of Year Review Report
 - Information from Initial End of Year Review Report plus final Professional Growth Goals/MSL Plan ratings, final Overall Rating and evaluator final comments.

SSP Rubric – Specific Requirements

- SSP submits a Professional Growth Goals/MSL Plan that includes:
 - One Collective Measure, one Measure of Individually-Attributed Growth, one Measure of Individual or Team Student Growth and one Professional Growth Goal.
- Mid-Year Review Meeting
 - Feedback on performance as measured by the SSP Rubric Professional Practice Standards and an update on progress toward Professional Growth Goals/MSL Plan.
- Initial End of Year Review Report
 - Final SSP Professional Practices ratings, summary of strengths and weaknesses, professional growth recommendations, dates of observations and recommendation for employment for the following year.
- Final End of Year Review Report
 - Information from Initial End of Year Review Report plus final Professional Growth Goals/MSL Plan ratings, final Overall Rating and evaluator final comments.

Coach/Mentor Rubric – Specific Requirements

- Coach/Mentor submits a Professional Growth Goals/MSL Plan that includes:
 - One Professional Growth Goal determined by the coach/mentor, one goal determined by the evaluator, one goal mutually determined by coach/mentor & evaluator, and one S.M.A.R.T. goal specific to assignment mutually determined by mentor/coach and evaluator.
- Mid-Year Review Meeting
 - Feedback on performance as measured by the Coach/Mentor Rubric Professional Practice Standards and an update on progress toward Professional Growth Goals/MSL Plan.
- Initial End of Year Review Report
 - Final Coach/Mentor Professional Practices ratings, summary of strengths and weaknesses, professional growth recommendations, dates of observations and recommendation for employment for the following year.
- Final End of Year Review Report
 - Information from Initial End of Year Review Report plus final Professional Growth Goals/MSL Plan ratings, final Overall Rating and evaluator final comments.

General Evaluation Requirements – Alternative Options

- Probationary or Non-probationary teachers, SSPs and Coach/Mentors with an overall rating of *Effective* or *Highly Effective* during the previous evaluation cycle will have the option to be evaluated using one of the Alternative Options approved by the District.
 - At the beginning of the year eligible teachers may request to be evaluated using an Alternative Option. Requests must be made by October 15.
 - Requests to be evaluated using an Alternative Option are available only upon request of the teacher and with evaluator approval.
 - Evaluators have final say regarding the evaluation option to be used.
 - Evaluators may change an approved Alternative Option to the standard process at anytime prior to the Mid-Year Review Meeting.

General Evaluation Requirements – Alternative Options (continued)

- Alternative Options:
 - Option 1 – Observations and Walk-through Process
 - Option 2 – Self-Reflection Process
 - Option 3 – Peer Observation Process
- Teachers approved for the Alternative Options process will retain their evaluation ratings from the previous school year.
- Teacher may request the Alternative Options process for two consecutive years.
 - Following two years of evaluation using the Alternative Options process, teachers shall be evaluated using the appropriate rubric evaluation process for at least one year.

Option 1 – Observation and Walk Through Process

- Teachers work collaboratively with their evaluator in determining which elements from the Certified Rubric, SSP Rubric or Coach/Mentor Rubric to focus on for the year.
- Teacher submits a Professional Growth Goals/MSL Plan that includes four goals.
 - One professional growth goal selected by the teacher, one professional growth goal selected by the evaluator, one collective measure of student learning mutually determined and one individual or team measure of student learning mutually determined.
- Mid-year review meeting to discuss Professional Growth Goals/MSL Plan progress and document at least one observation by evaluator.
- Teacher submits final Professional Growth Goals/MSL Plan progress summary.
- Evaluator prepares End of Year Report that includes documentation of additional observations/walk-throughs; summary of strengths, weaknesses and professional growth recommendation; and, recommendation of employment for following year.

Option 2 – Self-Reflection Process

- Teachers work collaboratively with their evaluator in determining which elements from the Certified Rubric, SSP Rubric or Coach/Mentor Rubric to focus on for the year.
- Teacher submits a Professional Growth Goals/MSL Plan that includes four goals.
 - One professional growth goal selected by the teacher, one professional growth goal selected by the evaluator, one collective measure of student learning mutually determined and one individual or team measure of student learning mutually determined.
- Mid-year review meeting that includes a self-reflection submitted to evaluator indicating progress on the Professional Growth Goals/MSL Plan .
- Teacher submits final self-reflection (updated on mid-year reflection). The final self-reflection will be the teacher's evaluation summary.
- Evaluator prepares End of Year Report that includes recommendation of employment for following year and optional evaluator comments.

Option 3 – Peer Observer Process

- Teachers are observed by a District trained peer observer who conducts a minimum of one pre-observation meeting, formal observation and post-observation meeting.
- Teacher submits a Professional Growth Goals/MSL Plan that includes four goals.
 - One professional growth goal selected by the teacher, one professional growth goal selected by the evaluator, one collective measure of student learning mutually determined and one individual or team measure of student learning mutually determined.
- Mid-year review meeting that includes a self-reflection submitted to evaluator indicating progress on the Professional Growth Goals/MSL Plan .
- Teacher submits final self-reflection (updated on mid-year reflection) and summary of overall peer observation experience. The final self-reflection will be the teacher's evaluation summary.
- Evaluator prepares End of Year Report that includes recommendation of employment for following year and optional evaluator comments.

Evaluation Timeline

- By September 15
 - Meeting with all certified staff to review evaluation process, evaluation types, timeline, steps and online management system.
 - Building Principal/Department Supervisor completes Initial Evaluation Set-up to assign evaluators.
- By October 15
 - Teacher submits request for Alternative Option process.
 - Evaluator completes Initial Evaluation Set-up to assign evaluation type.
 - Teacher submits proposed Professional Growth Goals/MSL Plan for evaluator review.
- By October 31
 - Evaluator approves Professional Growth Goals/MSL Plan.
- By January 31
 - One formal observation must be completed for all staff being evaluated on Certified Rubric, SSP Rubric or Coach/Mentor Rubric.
 - Mid-Year Review meeting is held – including initial Professional Practices rubric ratings and review of progress towards Professional Growth Goals/MSL Plan.
 - Self-reflection and Peer-reflection submitted to evaluator by teachers using Alternative Options process.

Evaluation Timeline (continued)

- By February 28
 - Last day a teacher can request an additional formal observation from evaluator.
- After March 1
 - Initial End of Year Review can begin.
- By April 20
 - Initial End of Year Review Report completed and shared by evaluator.
 - Final professional practices rubric ratings submitted, summary of strengths and weaknesses, professional growth recommendations, dates of observations and recommendation for employment for the following year complete.
- By May 15
 - Final End of Year Review Report completed and shared by evaluator.
 - Final Professional Growth Goals/MSL Plan results submitted to evaluator by teachers.
 - Final Professional Growth Goals/MSL Plan ratings determined by evaluator and final overall rating calculated.
 - Final end of year summary/reflection based on individual Alternative Option requirements completed and submitted to evaluator.

Additional Information

- Teachers at two buildings – Principals will work together to determine who will evaluate the employee.
 - The evaluator who will not be completing the evaluation will select “Not Needed” in the Online Evaluation Management System.
- Observation Feedback documentation can be entered directly or uploaded.
- Self-Assessment is optional and not available in the Online Evaluation Management System.
- Leave of Absence – No teacher will be required to complete any evaluation task while on an approved Leave of Absence.
 - Teachers will complete the required evaluation steps of the evaluation process before and/or after a leave of absence on an adjusted timeline arranged with their evaluator with input from the appropriate HR administrator.
- 110/Permanent Subs – Will be evaluated, per CDE requirement.
 - The evaluation process will be managed by the appropriate HR administrator using the District check sheet and narrative form as the evaluation tool.
- Peer Observer Training for teacher using Alternative Option 3 will be provided annually.
- Teachers can select the Alternative Options process for two consecutive years and then will return back to the full Certified Rubric, SSP Rubric or Coach/Mentor Rubric process for at least one year.