

ARTICLE 6: EVALUATION PROCEDURES

- 6.0 Evaluation is a process whereby the effectiveness of the professional staff member is appraised in relation to the California Standards for the Teaching Profession, and/or certificated job related responsibilities and duties, and predetermined District goals and objectives.
- 6.1 The District shall evaluate every probationary unit member no less than once each year. The evaluation shall be completed by 155th day of instruction for all unit members. The governing board shall notify the employee, on or before March 15th of the employee's second complete consecutive school year of the decision to reelect or not to reelect the employee for the next succeeding school year. (Ed. Code 44939.21 (b)).
- 6.2 Every tenured unit member employed with the school district less than ten (10) years shall be evaluated, in writing, no less than once every other year. Each employee shall be evaluated the first year of tenure. The evaluation shall be completed by the 155 day of instruction for all unit members. This cycle does not preclude observations or a formal evaluation if warranted. District failure to meet the agreed upon timelines shall result in the postponement of evaluating the member at issue during the current year's evaluation cycle.
- 6.2.1 For the purposes of the evaluation schedule, normally those who receive an overall rating of "Satisfactory", shall be on an every other year formal evaluation cycle.
- 6.2.2 Unit members will be informed in writing by the 100th day of instruction if there are areas needing improvement. A "Needs Improvement" will require there to be at least one (1) additional observation in order to give unit members an opportunity to show improvement. If those areas of need continue, the Site Administrator may give a "Needs Improvement" evaluation which will constitute a written action plan implemented for the following year and may volunteer to participate in PAR the following year.
- 6.2.3 Unit members will be informed in writing by the 100th day of instruction if there are substantial areas needing improvement. A "Needs Improvement" will require there to be at least one (1) additional observation in order to give unit members an opportunity to show improvement. If those areas of need continue, the Site Administrator may give an "Unsatisfactory" evaluation and a letter explaining mandatory placement in Peer Assistance and Review program (as outlined in Article 6A) the following year.
- 6.2.3.1 Following the final evaluation process and prior to the end of the school year, a Unit Member receiving an 'unsatisfactory' and having been placed in PAR will be teamed with a Consulting Teacher; and an action plan will be created with the site administration, participating teacher, and consulting teacher based on the final Evaluation of Teaching Performance. The Participating Teacher will be linked with resources, trainings, and materials needed to develop and improve instruction as soon as possible.
- 6.2.4 Tenured employees with at least 10 years' experience with the school district, are highly qualified, as defined in 20 U.S.C. Sec. 7801, and whose previous evaluation rated the employee as meeting or exceeding standards, will be evaluated at least every five years if the evaluator and certificated employee being evaluated agree in writing on the evaluation form in compliance with

timelines of Article 6. The certificated employee or the evaluator may withdraw consent in writing at any time prior to the end of the five year evaluation timeline.

- 6.3 In appropriate cases, as delineated in Education Code Section 44932, discipline and discharge procedures may be undertaken independently of the evaluation procedures contained in this Article. This provision shall not, however, constitute a waiver of any rights an employee may have to adequate notice of performance deficiencies and adequate opportunity to improve.
- 6.4 The evaluation cycles and timelines are outlined in Figure A, B, and C under Appendix E.
- 6.5 The evaluation form (Appendix E) establishes rating categories of "Meets/Exceeds Teaching Standards" and "Below Teaching Standards". The evaluation standards or categories reflect the California Standards for the Teaching Profession. Overall ratings include "Satisfactory", "Needs Improvement", and "Unsatisfactory".
- 6.6 Procedures for Evaluation and Assessment

The District Administrators shall evaluate and assess classroom employee competency as it reasonably relates to each of the following:

 - 6.6.1 The progress of pupils toward the standards of expected student achievement at each grade level in each area of study.
 - 6.6.2 The instructional techniques and strategies used by the employee.
 - 6.6.3 The employee's adherence to curricular objectives.
 - 6.6.4 The establishment and maintenance of a suitable learning environment within the scope of the employee's responsibilities.
 - 6.6.5 The descriptions of best teaching practices organized around the six interrelated categories of the California Standards for the Teaching Profession (CSTP) adopted by the State Department of Education and the Commission on Teacher Credentialing.
 - 6.6.6 Additional evaluation and assessment guidelines or criteria related to an employee's assignment, job description, and adjunct duties as intended in the Stull Act or job responsibilities.
- 6.7 Members of the bargaining unit are encouraged to evaluate themselves on a continuing basis.
- 6.8 A unit member shall not be evaluated negatively if unable to attain teaching objectives as a direct and proximate result of adverse teaching conditions, including but not limited to, insufficient materials and / or lack of a reasonable and timely opportunity for training.
- 6.9 Nothing in the Article shall be construed in such a way as to unreasonably prevent the District's lawful exercise of its responsibility to evaluate and dismiss unit members.
- 6.10 Consistent with Stull Act requirements, the overall rating of a unit member shall be supported by evidence reported on the approved evaluation and observation forms. The overall rating shall include measures of the CSTP standards or other relevant certificated standards being observed or evaluated when making the final evaluation.
- 6.11 The private life of a bargaining unit member is not within the appropriate concern or attention of the Board except as it may hinder the unit member's performance of assigned functions.

6.12 Recourse Evaluation

6.12.1 A unit member, upon request, shall be granted additional observations. Such observations shall be conducted by members of the administration other than the designated primary administrator, including administrators not assigned to the unit member's work location. Consistent with Stull Act requirements, the overall rating shall include measures of the CSTP standards. The final evaluation rating shall be determined by the combination of all observations generated.

6.13 Evaluation Committee

6.13.1 An Evaluation Committee shall be established for the purpose of studying, reviewing, and recommending updated evaluation procedures and evaluation tools, inclusive of observation, evaluation, and action plan forms. The Committee shall consist of three (3) administrators and three (3) teachers. The teacher members of this committee shall be appointed by the Association.

6.13.2 The findings and recommendations of all committees and task forces shall be subject to negotiations. WTA and the District will be jointly responsible for adhering to the goal of completing these forms by June of each year.

6.14 This Article shall not apply to Children's Center and Preschool unit members except as otherwise required by law.

ARTICLE 6A: PEER ASSISTANCE AND REVIEW

6A.1 In accordance with California legislation AB1X, the District and the Association shall implement a Peer Assistance and Review Program (hereafter referred to as PAR) for all unit members, excluding nurses, counselors, program specialists and psychologists by July 1, 2000 pending adequate State funding. The PAR program shall involve the Consulting Teacher (CT) who provides assistance and the Participating Teacher (PT). Teachers shall be referred to Peer Assistance and Review (PAR) on receipt of an "unsatisfactory" evaluation and/or those who wish to participate in the program.

6A.2 Unit member(s) must apply and shall not be assigned in order to be considered for a Consulting Teacher (CT) position(s). The CT shall be a credentialed teacher with tenured status, at least five (5) years of experience, and/or a retired teacher in good standing with recent classroom experience. The CT must have exemplary teaching ability, communication skills, and mastery of strategies to meet student needs. CT's will be selected through an application and interview process which will include a classroom observation by a panel of two (2) unit members and one (1) district representative.

6A.3 Roles and responsibilities of the CT may include, but are not limited to, coaching, observations, feedback, demonstration lessons, lesson planning support, and classroom management strategies. The CT shall be responsible for:

6A.3.1 Completing training required to develop observation and coaching skills needed for PAR activities.

6A.3.2 Providing sustained assistance to the PT which shall include an improvement plan developed in collaboration with the PT and the referring principal.

- 6A.3.3 Conducting requested and/or needed multiple observations of the PT during classroom instruction and conducting post-observation conferences on a regular basis.
- 6A.3.4 Providing assistance to help the PT meet the performance standards and criteria set by the California Standards for the Teaching Profession.
- 6A.3.5 Meeting with the PT and the principal to discuss the PAR program, assist in establishing performance goals consistent with student needs and District learning standards, and participating in the development of an improvement plan and measurable goals as well as the process for determining successful completion of the PAR program for the time period agreed upon.
- 6A.3.6 Carrying out duties of the CT in a professional manner and maintaining confidentiality of the PT outside of the required conversations and discussions with all contacts.
- 6A.3.7 Linking the PT with resources, training and materials needed to develop and improve instruction. Providing assistance in mutually agreeable areas that impact instruction and student learning.
- 6A.3.8 Actively participate in required training.
- 6A.4 The components of this agreement which require the expenditure of District funds shall only be operative so long as the funding provided is adequate to support the program without encroaching on the District unrestricted general fund.
- 6A.4.1 Full time classroom teachers/specialists /instructional coaches may support one participating teacher and will be compensated at the following annual stipend, paid in two parts: in January and June of each year.
- a. 1PT = \$2,000
- 6A.5 Contractual agreements reached between the District and third party providers that implement the Peer Assistance and Review Program (PAR) should comply with the financial guidelines of this agreement unless otherwise agreed between WTA and the District or required by law.
- 6A.6 Consulting Teachers (CT) shall not be considered management or supervisory based upon their participation in PAR. Teachers who provide assistance and review 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 Government Code. The District shall hold these teachers and administrators harmless for actions occurring within the scope of their responsibility for participation in PAR. The decisions of the CT which might lead to a decision by the District to bring dismissal actions are discretionary, not ministerial, and are not grievable nor subject to unfair practices for failure to meet a duty of fair representation. PT's retain all rights to due process regarding termination of employment. Consulting Teachers shall not participate in discussions or vote on any matter in which he/she has a professional or personal conflict of interest.
- 6A.7 It is intended that all documentation and information related to participation in the PAR program be regarded as a personnel matter, and, as such is subject to the personnel record exemption in Government Code §6250 et seq. Even though it is recognized that the act of teaching is not a private act and is subject to public discussion, Consulting Teachers, Participating Teachers and administrators shall keep their work with a Participating Teacher confidential.

6A.7.1

A PT shall not be evaluated on the basis of participation in PAR, and any results or products shall not be placed in the District Office personnel file. Participation is solely for the purpose of peer assistance and shall remain confidential. A PT may terminate participation in the PAR program at any time.

ARTICLE 6B: BEGINNING TEACHER SUPPORT AND ASSESSMENT (BTSA) INDUCTION

6B.1 BTSA Participating Teachers (PT's) will be required to complete the BTSA program.

6B.2 PT's will receive a \$350 annual stipend upon completion of each year's requirements as determined by the district.

6B.3 All teachers employed by the district that qualify for BTSA will be required to participate and complete the up to two year BTSA program as a condition of employment.

6B.4 Support Providers

6B.4.1

Unit member(s) must apply and shall not be assigned in order to be considered for a support provider position(s). The Support Provider shall be a credentialed teacher with tenured status, at least 5 years of experience, and/or retired teacher in good standing with recent classroom experience. The Support Provider must have exemplary teaching ability, communication skills, and mastery of strategies to meet student needs. Support Providers will be selected through an application and interview process which shall include a classroom observation.

6B.4.2

Roles and responsibilities of Support Providers may include but will not be limited to:

6B.4.2.1 Actively participate in required Support Provider training for year 1, year 2, and all periodic updates.

6B.4.2.2 Complete required documentation.

6B.4.2.3 Meet weekly with Participating teacher(s) for an average of 1.5 hours each week for 29 weeks each year for up to two years.

6B.4.2.4 Review and approve documents provided by the PT. Observe PT's classroom performance in order to provide feedback to the unit member.

6B.4.2.5 Support and guide PT's in BTSA requirements.

6B.4.2.6 Support the PT in the collection of evidence that meets program standards regarding his/her teaching practice up to the two-year period.

6B.5 Compensation

6B.5.1

Full time classroom teachers / specialists / instructional coaches may support a maximum of four (4) PT's and will be compensated at the following annual stipends, paid in two parts: in January and June of each year:

a. 1PT = \$1,656

- b. 2PTs = \$3,312
- c. 3PTs = \$4,312
- d. 4PTs = \$5,312

- 6B.5.2 SP's working with PT's that clear their S.B. 2042 credential through BTSA will be paid an additional \$100 for each credential cleared.
- 6B.5.3 A unit member on special assignment may provide BTSA support to a maximum of 18 teachers as 50% of their regularly assigned duties (prorated if less).
- 6B.6 Contractual agreements reached between the District and third party providers that implement the Beginning Teacher Support and Assessment Program should comply with the financial guidelines of this agreement unless otherwise agreed between WTA and the District or required by law.
- 6B.7 The components of this agreement which require the expenditure of District funds shall only be operative so long as the funding provided is adequate to support the program without encroaching on the District unrestricted general fund.

TENTATIVE AGREEMENT

<p><u>Michael Reed</u> <u>2/22/16</u> Date</p>	<p><u>Linda McMahan</u> <u>2/22/16</u> Date</p>
<p><u>Sam Hewitt</u> <u>2/22/16</u></p>	<p><u>Kathy Williams</u> <u>2/22/16</u></p>
<p><u>Gene S. Chan</u> <u>2/22/16</u></p>	<p><u>Matthew Williams</u> <u>2/22/16</u></p>
<p><u>[Signature]</u> <u>02/22/2016</u></p>	<p><u>Monica L. Reeves</u> <u>2-22-16</u></p>
<p><u>[Signature]</u> <u>2/22/16</u></p>	<p><u>[Signature]</u> <u>2/22/16</u></p>
<p>_____</p>	<p><u>[Signature]</u> <u>2/22/16</u></p>
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