



## **School Board Trustee Policy Certificated Evaluations**

The Board of Trustees believes that regular and comprehensive evaluations can help instructional staff improve their teaching skills and raise students' levels of achievement. Evaluations also serve to hold staff accountable for their performance. The Superintendent or designee shall evaluate the performance of certificated staff members in accordance with law, negotiated employee contracts and Board-adopted evaluation standards.

(cf. [4141/4241](#) - Collective Bargaining Agreement)

### **Evaluation/Supervision**

Evaluation, as an integral part of the education process, is an ongoing process for the entire education system based on the performance of each individual within the system. The goal of the evaluation process is to improve and maintain the quality of services of all certificated employees and to insure an optimum learning situation for all students of the district.

The district accepts, as a fundamental premise for a successful evaluation program, the necessity for mutual respect and confidence to exist between the evaluator and those evaluated.

The evaluation program shall recognize the worth and needs of the individual evaluated in the total working environment and shall lend direction toward improvement of individual effectiveness.

Professional staff members covered by the terms of the district employee agreement shall be evaluated according to provisions of the agreement.

The Board believes that regular evaluations can help certificated instructional staff realize their highest potential, improve their teaching skills, and raise students' levels of achievement. The Superintendent or designee shall evaluate the effectiveness of certificated instructional staff members in accordance with law and negotiated contracts.

The Board encourages certificated instructional staff to request further observations and/or professional advice.

### **Philosophy of Education, Instruction, Management and Personnel Evaluation**

Education is a life-long process in which the schools play a critical role. Schools must help students learn how to learn, develop thinking and decision-making skills, and help them establish a knowledge base and the confidence to use it. Schools must help students develop the openness necessary to understand and accommodate change, cultural diversity and the reality of global society. Further the schools must provide a stable, nurturing environment for student development and learning. The schools share this responsibility and commitment with parents

and the community as a whole; together they must support student social and emotional needs and cultural identity, while encouraging the learning process.

Based on these premises, we believe that all students can and will learn to become successful, productive members of society. We are committed to building academic programs to meet students' academic, personal, and social needs through the cooperation and involvement of community, parents, students, and staff. To support these beliefs and commitments requires a commonly shared set of assumptions associated with the process and outcomes of instruction, administration, and evaluation.

It is the responsibility of teachers, with the support and assistance of the instructional team members, to create a productive learning environment for students, provide and teach an articulated curriculum, and implement effective instructional strategies which cause student learning while nurturing student self-esteem. Teachers continually assess student progress and adjust instructional strategies and content appropriately. In the process of instruction, teachers engage in reflective practice and self-assessment as a basis for professional growth and professional excellence. This commitment to student learning and professional growth must be supported by a collaborative process of management and evaluation, and professional development for all members of the instructional team.

Educational leadership in the district is based upon respect for the dignity and worth of colleagues, parents, students, and community. Leaders are expected to work in a collaborative way to establish a creative and stimulating climate which encourages the development and use of talents and skills to support student learning and the professional development of staff. They are expected to be knowledgeable about and skillful in using a wide repertoire of skills and behaviors to support instructional excellence and student learning. Foremost among these leadership skills is the ability to facilitate two-way communication and the ability to create an environment which encourages such communication. Leaders in the district are responsible for helping establish district and school goals through this process of communication and collaboration, and are held accountable for their accomplishment.

To monitor progress toward the accomplishment of district and school goals and to support the process of continuous professional and instructional improvement requires an articulated and comprehensive performance appraisal system. This appraisal system is based upon the shared understanding that all professionals strive for improvement, and that the process of improvement is ongoing. Further, the appraisal process provides valid and objective data, which serves as a basis for both staff development and management decisions.

Consistent with the district's commitment to a collaborative philosophy of evaluation, instruction, and leadership, it is recognized that trust, confidence, and shared understanding are essential elements of the appraisal process; therefore, it is necessary that everyone involved in the process be knowledgeable about the process and procedures, and be skilled in its implementation and use.

(cf.[4116](#) - Probationary/Permanent Status)

(cf. [4315.1](#) - Competence in Evaluation of Teachers)

The Superintendent or designee shall work to ensure that each certificated employee is evaluated in the manner prescribed by the state laws and under the terms of the employee agreement. The Superintendent shall establish and maintain personnel records in compliance with established procedures and shall protect the confidentiality of the written evaluation records.

Evaluation procedures may include observation of teacher performance in the classroom.

The Superintendent or designee shall ensure that evaluation ratings have uniform meaning throughout the district.

Evaluations shall be used to recognize the exemplary skills and accomplishments of staff and to identify areas needing improvement. When areas needing improvement are identified, the Board expects employees to accept responsibility for improving their performance. The Superintendent or designee shall assist employees in improving their performance and may require participation in appropriate programs. Staff members are encouraged to take initiative to request assistance as necessary to promote effective teaching.

(cf. [4131](#) - Staff Development)

(cf. [4139](#) - Peer Assistance and Review)

Legal Reference:

EDUCATION CODE

[33039](#) State guidelines for teacher evaluation procedures

[35171](#) Availability of rules and regulations for evaluation of performance

[44500-44508](#) Peer assistance and review program for teachers

[44660-44665](#) Evaluation and assessment of performance of certificated employees (the Stull Act)

GOVERNMENT CODE

[3543.2](#) Scope of representation

UNITED STATES CODE, TITLE 20

[6319](#) Highly qualified teachers

[7801](#) Definition of highly qualified teacher

Management Resources:

CTC PUBLICATIONS

Standards for the Quality and Effectiveness for Beginning Teacher Support and Assessment Programs, 1997

California Standards for the Teaching Profession, 1997

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

National Board for Professional Teaching Standards: <http://www.nbpts.org>

**Policy BANNING UNIFIED SCHOOL DISTRICT**

**Adopted: April 21, 2005 Banning, California**



## **Administrative Regulations Certificated Evaluations**

The Superintendent or designee shall print and make available to certificated employees written regulations related to the evaluation of their performance in their assigned duties. (Education Code [35171](#))

(cf. [4100](#) - Certificated Personnel)

(cf. [4141/4241](#) - Collective Bargaining Agreement)

Certificated staff shall receive information regarding the district's evaluation criteria and procedures upon employment with the district and whenever the criteria are revised.

(cf. [4112.21](#) - Interns)

(cf. [4131.1](#) - Beginning Teacher Support/Induction)

(cf. [4315.1](#) - Staff Evaluating Teachers)

### Frequency of Evaluations

Each probationary certificated employee shall be evaluated at least once each school year. (Education Code [44664](#))

(cf. [4116](#) - Probationary/Permanent Status)

In addition, probationary teachers shall be formally observed and given constructive feedback at least once each semester and more often when necessary, as part of the evaluation process. Within three school days of each formal observation, a conference shall be held between the evaluator and the probationary teacher.

The performance of each certificated employee with permanent status shall be evaluated and assessed on a continuing basis as follows: (Education Code [44664](#))

1. At least every other year
2. At least every five years if all of the following conditions are met:
  - a. The employee has been employed by the district at least 10 years.
  - b. The employee meets the qualifications of a highly qualified teacher as defined in 20 USC [7801](#) of the federal No Child Left Behind Act, if 20 USC [6319](#) requires that his/her position be filled by a highly qualified teacher.

- c. The employee's previous evaluation rated him/her as meeting or exceeding standards.
- d. The evaluator and the employee agree to this schedule. Either the evaluator or the employee may withdraw consent at any time.

(cf. [4112.24](#) - Teacher Qualifications under the No Child Left Behind Act)

3. Annually, if the permanent employee has received an unsatisfactory evaluation until he/she receives a satisfactory evaluation or is separated from the district

(cf. [4117.4](#) - Dismissal)

#### Evaluation Criteria

The Superintendent or designee shall assess the performance of certificated instructional staff as it reasonably relates to the following criteria: (Education Code [44662](#))

1. Students' progress toward meeting district standards of expected achievement for their grade level in each area of study and, if applicable, towards the state-adopted content standards as measured by state-adopted criterion-referenced assessments

(cf. [6011](#) - Academic Standards)

(cf. [6162.5](#) - Student Assessment)

2. The instructional techniques and strategies used by the employee
3. The employee's adherence to curricular objectives
4. The establishment and maintenance of a suitable learning environment within the scope of the employee's responsibilities

The evaluation of certificated employee performance shall not include the use of publishers' norms established by standardized tests. (Education Code [44662](#))

Non-instructional certificated employees shall be evaluated on their performance in fulfilling their defined job responsibilities. (Education Code [44662](#))

#### Evaluation Results

Certificated instructional employees shall receive a written copy of their evaluation no later than 30 days before the last scheduled school day of the school year in which the evaluation takes place. Before the last scheduled school day of the school year, the employee and the evaluator shall meet to discuss the evaluation. (Education Code [44663](#))

Non-instructional certificated staff members employed on a 12-month basis shall receive a copy of their evaluation no later than June 30 of the year in which the evaluation takes place. Before July 30, the employee and the evaluator shall meet to discuss the evaluation. (Education Code [44663](#))

Instructional and non-instructional certificated employees shall have the right to respond in writing to their evaluation. This response shall become a permanent attachment to the employee's personnel file. (Education Code [44663](#))

(cf. [4112.6](#) /4212.6/4312.6 - Personnel Files)

Evaluations shall include recommendations, if necessary, as to areas in need of improvement in the employee's performance. If an employee is not performing satisfactorily according to teaching standards approved by the Board of Trustees pursuant to Education Code [44662](#), the Superintendent or designee shall so notify the employee in writing and shall describe the unsatisfactory performance. The Superintendent or designee shall confer with the employee, make specific recommendations as to areas needing improvement, and endeavor to provide assistance to the employee in his/her performance. (Education Code [44664](#))

Any certificated employee who receives an unsatisfactory rating in the area of teaching methods or instruction shall participate in the district's peer assistance and review program. (Education Code [44662](#), [44664](#))

(cf. [4139](#) - Peer Assistance and Review)

The Superintendent or designee may require any certificated employee who receives an unsatisfactory rating in the area of teaching methods or instruction to participate in a program designed to improve appropriate areas of performance and to further student achievement and the district's instructional objectives. (Education Code [44664](#))

(cf. [4131](#) - Staff Development)

(cf. [4138](#) - Mentor Teachers)

Regulation BANNING UNIFIED SCHOOL DISTRICT

**Approved: February 14, 2008 Banning, California**