TENTATIVE AGREEMENT
February 18, 2014

Having met and negotiated in good faith, the parties agree to the following in resolution of negotiations for the 2013/2014 school year:

Article 3: Compensation:

Effective July 1, 2013, Salary Schedules A, B, C and D shall be increased by one percent (1%); effective July 1, 2013, Salary Schedules A, B, C and D shall be increased by an additional four point one percent (4.1%).

Beginning July 1, 2014, Steps 15, 20, 25 and 30 on Salary Schedules "A" and "D" shall be changed to 13, 18, 23 and 28.

Article 5: Health and Welfare Benefits:

Article 5, section 5.2 shall be modified as specified below:

5.2   The District's combined basic medical contribution and supplemental reimbursement annual maximum for additional health benefit coverage shall not exceed the following annual maximums:

Active Full-Time Unit Members:	
	$4500 (effective July 1, 2006)
	$5000 (effective July 1, 2007)
	$6000 (effective July 1, 2009)
	$6450 (effective January 1, 2012)
	$7050 (effective July 1, 2013)
	$10000 (effective July 1, 2014)

Retirees Hired Prior to July 1, 1993 and retiring before July 1, 2006	$3808.00
Retirees Hired Prior to July 1, 1993 and retiring between July 1, 2006 and June 30, 2007	$4308.00
Retirees Hired Prior to July 1, 1993 and retiring between June 30, 2007 and June 30, 2009	$4808.00
Retirees Hired Prior to July 1, 1993 and retiring between June 30, 2009 and June 30, 2011	$5808.00
Retirees Hired Prior to July 1, 1993 and retiring between July 1, 2011 and June 30, 2013	$6258.00
Retirees Hired Prior to July 1, 1993 and retiring between June 30, 2013 and December 31, 2013	$6858.00

<u>Retirees Hired Prior to July 1, 1993</u>
<u>and retiring after December 31, 2013</u> $9808.00

Retirees Qualifying for Medicare   Reimbursement equal to supplemental
Medicare coverage.

5.7   Waiver of Health Benefit

    <u>Effective July 1, 2014,</u> the District will pay a ~~$750~~ $1,000 stipend once a year to bargaining unit members who choose to waive their medical benefits (does not include dental, vision, or life insurance).

Article 8: Class Size:

~~8.4.4 Upon request by the District, CVSTA agrees to reopen negotiations within ten (10) calendar days of such request to discuss increased class size limitations and other options for addressing the changing fiscal needs of the District with particular consideration to the probability of mid-year cuts due to the terms and conditions of the 2011/2012 State Budget.~~

Article 9: Evaluation Procedures:

Beginning on or about April 29, 2013, the parties agreed to convene a joint committee comprised solely of management and CVSTA representatives (majority of which are CVSTA bargaining unit members) to review the evaluation procedure contained in the current collective bargaining agreement; to research alternative evaluation procedures; and to make recommendations to the parties' negotiating teams.

The committee was convened as agreed upon and, on or about January 30, 2014, Principal Mike Ono presented, on behalf of the committee, to the bargaining teams, recommendations for modifying the current evaluation procedure including but not limited to 1) new timelines, 2) new forms, and 3) new content standards.

The parties hereby agree, in lieu of the current evaluation procedure provided in Article 9, to test the proposed evaluation procedure through a two-year pilot program to be implemented at all CVUHSD school sites beginning July 1, 2014, and expiring on June 30, 2016. Attached hereto and incorporated herein as if fully set forth below, are the documents reflecting the evaluation procedures, including forms and content standards, which will apply for the duration of the pilot program.

The attached evaluation procedure shall automatically expire at the end of the day on June 30, 2016, and Article 9 shall apply beginning July 1, 2016, unless negotiated otherwise by the parties.
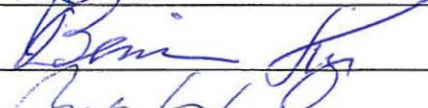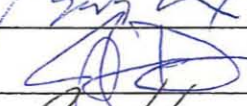
CVSTA representatives will be invited to participate in the training provided to site leadership on the pilot program.

Bargaining unit members shall be evaluated under the piloted program following their current evaluation schedule.
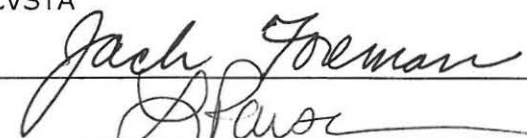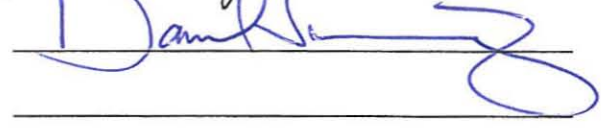
Except as expressly provided otherwise herein, the remainder of Articles 3, 5, 8 and 9 shall remain unchanged.

Dated: February 18, 2014

CVUHSD

CVSTA

Together

Everyone

Achieves

More

Evaluation Procedure
Presented by: Mike Ono

Evaluation Task Force: Vanessa Morris, Lawndale, Jeff Hromodka, Leuzinger, Veronica Gutierrez, Hawthorne, Howard Ho, Leuzinger, and Stephen Nellman, Lloyd

Procedure:

I met with members of the task force regarding our current evaluation process. It was a candid conversation. I asked a few questions about procedure and about the effectiveness of the evaluation process. I also requested recommendations that would allow for a fair teacher evaluation that was teacher and administrative friendly.

Our Next Steps:
- Whole group meeting Tuesday, December 3rd @ LZ
- Identifying common recommendations
- Looking at other evaluations and what we utilize to make a positive and meaningful document
- Possibly have a rough draft to share before the next negotiation date

Possible Final Draft:
Late January or Early February

Evaluation Procedure Centinela Valley Union High School District

Teachers

Concerns, Comments and Recommendations:

- Forms – too objective
- Administrators not completing the process
- Administration not always been there throughout the process
- Administrators just having teachers sign the document
- Inconsistent – depends on administrator
- Feedback usually one sided – not a conversation during the meeting
- ＊ Immediate feedback
- Copy of the evaluation
- ＊ Feed back is disappointing ―
- Should be an observation to support teachers
- The forms need to be meaningful and less subjective
- Evidence based
- Should not be a one-time observation
- Help guide new teachers to create effective change
- Needs to be honest
- ― Anytime evaluation tool ―
- Teachers feel disappointed
- Teachers want to be pushed or challenged
- ＊ Rubric
- Point system – difficulty of the class
- ＊ Documents aligned w/teacher standards
- ＊ Documents aligned w/National Board certification
- Evaluation needs to reflect over a period of time – from start of a unit to → 1st part of unit
  completion – evidence provided to support student learning   mid " "
- ＊ Co-evaluator regarding a struggling teacher   last " "
- Assessment – teacher evidence (Three forms – benchmark, teacher summative and project based)
- Evidence - Student work prove learning is happening
- Possibly placing the document online with drop boxes
- Accountability for administrators
- Exemplary teacher ～▷
- Videotaping ～▷ helpful for the teacher to see themselves in action.

Evaluations must be
⊛ Fair + meaningful .

Administration

Concerns, Comments and Recommendations:

- School Wide Goals with goal conference
- Teacher Goals evidence based
- Goal must be measurable
- Goal must be mutually agreed upon
- Multiple Visits
- Lesson Plan presented prior to formal observation identifying students who are SPED and ELL explaining differentiated instruction strategies
- Post observation meeting
- Administrator accountability when observation is incomplete ✳
- Inconsistency *must be consistent District-wide*
- Responsibility of the principal for new or probationary teachers another administrator maybe second year
- Include professional development for evaluators ✳
- Add a professionalism piece – meetings, back to school and open house participation, adjunct duties (activities), grade and attendance forms, IEP meetings, professional development
- Testing Accountability – Performance assessment – Value added *– No CST as of now.* ✳
- Exemplary – every two years
- Document aligned with teacher standards
- Document aligned with BTSA standards
- Pre-observation document – class profile
- Common core standards *new*
- Proving leaning behavior and evidence of learning
- Document needs to be rewritten – too subjective
- Videotaping teacher *? ?*
- Lend itself to PAR
- Criteria PAR
- Rubric
- Different forms for certain teachers (learning center, e2020 etc.) ✳

EVALUATION SYSTEM PHILOSOPHY

The core of the Centinela Valley Union High School District (CVHUSD) is the Teacher Performance Evaluation and Professional Development System. The collaboration between the teacher and administration, with the ultimate outcome aimed at improved student performance, improved teaching practice, and professional growth of teachers. Professional growth is essential to improving student achievement and evaluation of teaching practice is interconnected with professional growth.

The Centinela Valley Union High School District firmly believes that with clear guidelines, appropriate training, and support for professional development, teachers develop and maintain effective teaching practices that are designed to help all students learn. The philosophy of this system is to advance this purpose. To that end, this system is intended to support all teachers to be successful educators in the classroom and school community. Teachers working in partnership with administrators and with colleagues will:
- ➢ Set challenging goals
- ➢ Maintain high standards
- ➢ Demonstrate continuous professional improvement

Guided by the District's Mission that teachers become leaders and model our vision of excellence:

The mission of the CVUHSD is to ensure the academic success of all students by implementing school to career academies to address all learning needs and choices, reflecting the industry careers in the South Bay.

As a result of successful implementation of the district's Teacher Performance Evaluation and Professional Development System, all teachers will model:
- ❖ Complex Thinking
- ❖ Information Processing
- ❖ Effective Communication
- ❖ Collaboration/Cooperation
- ❖ Self-Directed Learning

In support of improving student achievement, the California Department of Education and the California Commission on Teacher Credentialing developed the California Standards for the Teaching Profession (CSTP). The CSTP are designed to guide teachers as they define and develop their teaching practice. The CVUHSD Teacher Performance Evaluation and Professional Development System is intended to support teachers in their professional growth, using the CSTP as guidelines.

In recognition of teachers, and in response to their individual needs, the CVUHSD Teacher Performance Evaluation and Professional Development System are designed to support, encourage, and evaluate the success of teachers. Teachers and evaluators will collaborate to establish a Professional Growth Plan (PGP) that meets the individual needs of the teacher.

Observations and classroom visitations allow administrators to observe the activities taking place in support of student achievement. In addition, observations ensure that teachers will have many opportunities to demonstrate their development toward aligning their teaching practice with the CSTP. This would be an appropriate opportunity for evaluators to request additional information.

The philosophy embodied in the CVUHSD Professional Growth System is that collaboration between teachers and their evaluators will improve teacher performance and stimulate professional growth. The result will be improved student achievement and greater success for everyone in our school community. The process will be meaningful and beneficial to the interest of students, teachers and administrators.

The Professional Growth System and Non-Teaching Certificated Members of the Collective Bargaining Unit

Non-teaching certificated employees are to use this system, with all its elements. Those whom they support are to be considered their "students." Counselors, and teachers on special assignment use professional standards appropriate to their position. Refer to the Professional Growth System Supplemental Handbook for Non-Teaching Certificated Employees for additional information.

GOAL: IMPROVED STUDENT LEARNING

1 Teacher Performance Standards

best practices

research based

descriptive performance

CSTP/BTSA

Focus areas for next year

exemplary practices

last year's summative

self-reflection on standards

5 Summative Evaluation

2 Needs Assessment

collaboration conference

Self-reflection

Continuous Analysis of Student Work

student results

Monitor Feedback

peer coaching

Quarterly conferences

4 Formative Assessment of Teaching

3 Professional Development Action Plan

data collection (observation)

planning & reflection conferences

collaboration planning time

training sessions

REQUIRED TEACHER OBSERVATIONS

@LZ the 1st meeting. stay the whole period.

Tier	Type	Observations Per Year
Tier 1- Temporary/ Probationary	Formal Observation Informal Observation	2 *at minimum* 2 *at minimum*
Tier 2- Standard Perm Teachers (every other year)	Formal Observation Informal Observation	1 (*minimum*) 2 *at minimum*
Tier 2- Alternative Perm Teachers (*must have 4 years Successful teaching*)	Informal Observation	2 *at minimum*

(✳)*With administrator/principal agreement, teachers with ten years experience and positive evaluations could be evaluated every three years instead of two.*

TEACHER PERFORMANCE EVALUATIONS 2014-15

Administrator Responsibilities

August/September

- Present/Review Evaluation System
- Review criteria for alternative evaluations and every five year evaluations
- Discuss professional development activities – priorities and opportunities October
- Alternative evaluation project proposals reviewed and approved
- Complete first round of informal temporary/probationary observations
- Complete Professional Development Plan – Approved and Signed November
- Complete at least one informal observation for permanent teachers December/January
- Complete at least one formal observations for temporary/probationary teachers
- Complete mid-year conference and a formal written first evaluation summary for temporary/probationary teachers

February

- Continue informal observations of all teachers
- Complete at least one formal observation of permanent teachers
- Contact Assistant Superintendent, Personnel Services regarding Probation 1 and 2 teacher concerns
- Non-reelection discussions with Probation1 and 2 teachers

March

- Continue informal observations of all teachers

April

- Collect/review year-end reports from permanent teachers completing alternative projects

May

- Complete second formal observations of temporary/probationary teachers and one formal
- observation of permanent teachers
- Complete Final Written Evaluation Summary for temporary, probationary and permanent teachers
- Complete final evaluation conferences including professional development goals for the following year
- *Final evaluations must be completed and reviewed with the employee not later than 30 calendar days before the end of the student school year.*

June
- Submit original signed evaluations to Assistant Superintendent, Personnel Services

Tier I – Temporary, Probationary Teachers

Observations 2 formal

- Scheduled observation of a complete lesson
- Summarizes observation in writing
- Post conference with teacher

Observations 2 informal (*minimum)*

- 20 minutes or less
- Brief written feedback

Observations

- First Evaluation (January)
- Final Evaluation (May)

Tier II – Permanent Teachers

Observations

- 1 formal
- 2 informal *(minimum)*

Evaluation

- Final Evaluation (May)

TEACHER EVALUATION
Tier 1 – Temporary or Probationary Teacher

Purpose

Tier 1 is designed to provide teachers with a specific focus in their efforts to develop and strengthen their skills in teaching. The CVUHSD Teacher Standards reflect the goals and standards for teacher excellence and sound educational practice as prescribed in the California Standards for the Teaching Profession. These standards assure that quality education is provided for all students and offer an opportunity for continual professional growth for teachers.

Eligibility

➤ Temporary employee
➤ Probationary employee

Desired Evaluation Outcomes

➤ Student learning
➤ Instructional improvement
➤ Continued professional development
➤ Collegiality and collaboration
➤ Self–reflection

Evaluation Process

The first evaluation is an opportunity for teacher and supervisor to reflect on progress to date, identify areas of strength and make recommendations for further growth.

Each formal written evaluation is an accumulation of data including, but not limited to:
➤ Classroom visitations
➤ Formal and informal observations
➤ Administrator/teacher post conferences
➤ Administrator/teacher dialogues and conferences
➤ Evidence/artifacts demonstrating progress toward teacher standards

The mid-year and final evaluation include a formal conference between teacher and supervisor.

TEACHER EVALUATION
Tier 2—Permanent Teacher

Purpose
Tier 2 is designed to allow teachers and administrators the opportunity to establish goals and evaluation criteria which will promote student learning and instructional leadership. The goal of this process is to encourage teachers to continue their professional development through self-reflection and collaboration with peers and supervisor.

Eligibility
➢ Permanent employee
➢ Continued evidence of successful completion of professional development plan
➢ Successful maintenance of all teacher performance standards

Desired Evaluation Outcomes
➢ Increased student learning
➢ Instructional improvement
➢ Priority teacher standard(s) mutually agreed upon between teacher and supervisor
➢ Continued professional development
➢ Collegiality and collaboration
➢ Self–reflection

Evaluation Process
The formal written evaluation is an accumulation of data over a year period including, but not limited to:
➢ Classroom visitations
➢ Formal and informal observations
➢ Administrator/teacher post conferences
➢ Administrator/teacher dialogues and conferences
➢ Evidence including CFA/artifacts/portfolio demonstrating progress toward priority standard

The final evaluation includes a formal summative conference between teacher and supervisor.

Assistance Plan
An assistance plan is developed according to Peer Assistance Review guidelines for a teacher receiving an unsatisfactory summative evaluation.

TEACHER EVALUATION
Tier 2—Alternative for Permanent Teacher

Purpose

The alternative evaluation process is designed as a positive experience for teachers who have a desire to develop their own professional growth process by exploring areas of learning that may not be addressed as effectively in a more traditional evaluation process.

Eligibility

➢ Permanent teacher in CVUHSD (or minimum four (4) years consecutive of successful teaching in CVUHSD)

➢ A minimum of four (4) years successful teaching experience

➢ A mutually agreed upon project between teacher and supervisor

Desired Evaluation Outcomes

➢ Increased student learning

➢ Instructional improvement

➢ Continued professional development

➢ Collegiality and collaboration

➢ Self–reflection

Project Portfolio Components

➢ Connection to the District/Site Strategic Plan/Goals

➢ Reflective conferences with supervisor

➢ Data collection focused on student learning as appropriate

➢ Classroom visitations/feedback by peers and supervisor as appropriate

➢ Possibility for replication/dissemination of learning

Some examples might be:

➢ In-depth study or project on special teaching/learning topics–Example: grading to standards

➢ Integration of technology into daily instruction

➢ Development and implementation of strategies to help students with special needs–differentiation projects

➢ Classroom Action Research–Example: implementing English Language Development Standards, field-testing curriculum or instructional strategies

➢ Curriculum development for self, site or district

➢ Advanced educational degree/certification

➢ Peer coaching program focused on district/site instructional priority

➢ In-depth service learning project

➢ Technology as a teaching resource–website construction

Teachers are encouraged to design their own project. Individual or collaborative team projects are encouraged.

2014-2014 DISTRICT GOAL
Every student makes significant yearly progress towards achieving appropriate and meaningful academic and essential life skills standards.

(Example)

STRATEGIES FOR REACHING GOAL

1. Every student is taught through a standards-aligned curriculum.

2. Every employee achieves specific performance and professional development goals supporting student learning and organizational effectiveness.

3. We create a safe, trustful environment in which resources are optimized and communications are respectful and informative.

(Example)

TEACHER PERFORMANCE STANDARDS

The Centinela Valley Union High School District Teacher Performance Standards are based on:

➢ *the California Standards for the Teaching Profession,*
➢ *the California Education Code requirements for teacher evaluation,*
➢ *current educational research on teaching and learning,*
➢ *the District's Goals focused on accountability for student learning and an on-going, in-depth system of professional development for all teachers.*

The Centinela Valley Union High School District Teacher Performance Standards describe the twenty-first century educator who models complex thinking, effective information processing, communication, collaboration and self-directed learning to guide all students.

These standards are inherently interrelated and represent a comprehensive view of teaching and learning. These standards are to be used by teachers to guide reflection about the relationship between student learning and teaching practice, and to guide continuous professional development throughout a teacher's career.

It is the expectation that all district teachers will meet or exceed these teacher performance standards to maximize learning for every student in the district.

GLOSSARY OF TERMS
Teacher Evaluation Committee

The following definitions will involve both teacher and immediate supervisor:

BTSA: Beginning Teacher Support and Assessment Program: comprehensive support program for beginning teachers (first and second year teachers new to the profession) *separate* from the teacher evaluation system.

CFASST: California Formative Assessment and Support System for Teachers: used by BTSA program participants *separate* from the evaluation process.

CSTP: California Standards for the Teaching Profession:
    Standard 1: Engaging and Supporting All Students in Learning
    Standard 2: Creating and Maintaining Effective Environments for Student Learning
    Standard 3: Understanding and Organizing Subject Matter for Student Learning
    Standard 4: Planning Instruction and Designing Learning Experiences for All Students
    Standard 5: Assessing Student Learning
    Standard 6: Developing as a Professional Educator

CLASSROOM VISITATION: a formal or informal visit to a teacher's classroom by the supervisor to observe the teacher's attainment of standards and/or goals.

CENTINELA TEACHER PERFORMANCE STANDARDS: the performance criteria based on the CSTP that are used to assess teachers during teacher evaluation and as a basis for the formation of annual goals and professional growth plans. (See CSTP standards)

DISTRICT CURRICULUM STANDARDS: the adopted content standards that represent what students need to know and will be able to do.

ELEMENT: specific, critical components of each performance standard

FINAL EVALUATION: a written compilation of observations, attainment of teacher standards, and other relevant data. A conference is scheduled to review the year, progress towards completion of goals, further goal setting and continued growth. A written copy is given to the teacher.

FORMAL OBSERVATION: a scheduled observation of a lesson from start to finish. The lesson should be an authentic representation of work in progress. The supervisor provides a written summation and a post conference. The teacher receives a copy of the summation, adds a reflection and returns the signed copy.

INFORMAL OBSERVATION: an observation of no more than 20 minutes. The supervisor provides brief written feedback to the teacher.

FIRST EVALUATION: temporary and probationary teachers receive a written evaluation after being observed informally and formally.

TEACHER STATUS:
    TEMPORARY TEACHER: teacher serving under a temporary contract.
    PROBATIONARY TEACHER: a permanent teacher who has not completed two full years in probationary status.
    PERMANENT TEACHER: teachers who have completed their probationary period and were employed the first day of the third year.

TIER: level at which the teacher is being evaluated.

California Standards for the Teaching Profession

STANDARD ONE:

ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING
1. Building a caring community with and among students. .
2. Connecting learning to students' prior knowledge or backgrounds, life experiences and interests.
3. Linking subject matter to meaningful, real-life contexts.
4. Using a variety of instructional strategies and resources to engage all students.
5. Promoting critical thinking through inquiry, problem solving and reflection.
6. Creating a rigorous learning environment with high expectations and appropriate support for all students.

STANDARD TWO:

CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING
1. Creating a learning environment that engages all students, reflects diversity and encourages constructive and productive interactions among students.
2. Establishing and maintaining a physically, cognitively and emotionally safe learning environment.
3. Promoting social development and group responsibility in a climate where each student is treated fairly and respectfully.
4. Establishing, communicating and maintaining high standards for student behavior.
5. Developing and implementing group norms, classroom procedures, and routines to preserve a climate in which all students learn.
6. Using instructional time effectively.

STANDARD THREE:

UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING
1. Demonstrating knowledge of subject matter, academic content standards, and State curriculum frameworks.
2. Demonstrating/Applying knowledge of students' development and proficiencies to ensure student understanding of content.
3. Organizing curriculum to facilitate all students' understanding of the content through evidence-based instructional strategies.
4. Developing student understanding through evidence- based instructional strategies that are appropriate to subject matter for all students.
5. Using adopted curriculum materials, resources, and technologies to make subject matter accessible to all students.

California Standards for the Teaching Profession

STANDARD FOUR:

PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

1. Using knowledge of students' academic, linguistic, cultural and individual development to plan instruction.
2. Establishing and articulating goals based on academic content standards for student learning.
3. Designing short-term and long-term plans to support student learning.
4. Planning instruction that incorporates appropriate strategies to meet the diverse learning needs of all students.
5. Integrating assessment into planning for student learning.

STANDARD FIVE:

ASSESSING STUDENT LEARNING

1. Knowing the characteristics, uses, benefits and limitations of different types of assessments.
2. Collecting assessment data from a variety of sources and using these data to inform instruction.
3. Analyzing data, both individually and with colleagues, to monitor student learning and to plan, differentiate, and modify instruction.
4. Establishing learning goals, communicating those goals to students and families, and explaining how the goals relate to instruction.
5. Sharing assessment information to provide timely feedback to students and their families.
6. Involving all students in the cycle of self-assessment, goal setting and monitoring progress.
7. Using available technologies and resources to assist in assessment, analysis, and communication of student learning.

STANDARD SIX:

DEVELOPING AS A PROFESSIONAL EDUCATOR

1. Reflecting on teaching practice in support of student learning.
2. Establishing professional goals and engaging in continuous, purposeful professional growth and development.
3. Working with colleagues and the broader professional community to support teacher and student learning.
4. Working with families to support student learning.
5. Working with local communities to support student learning.

Peer Assistance and Review Program

INTENT

It is the intent of the parties to establish a teacher peer assistance and review ("PAR") system to improve the quality of instruction, teacher performance, and student achievement through professional development and peer assistance.

AGREEMENT

It is the intent of the parties that this agreement satisfies Education Code section 44503(a). These procedures shall comply with current law and the existing agreement between CUTA and CUSD.

IMPLEMENTATION

It is agreed that the Superintendent is authorized to notify the Superintendent of Public Instruction that the District and Association have reached an agreement to initiate a PAR program starting July 1, 2014. This implementation is contingent upon State funding for these purposes.

INDEMNITY

Teachers participating in the PAR program 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 I of the Government Code.

PAR PANEL

Panel Responsibilities

The Panel shall:
1. Oversee the selection of PAR Consulting Teacher/BTSA Support Providers including BTSA liaisons; Determine the number of Consulting Teachers;
2. Determine the training programs and trainers for the members of the Panel and Consulting Teachers;
3. Establish rules and procedures consistent with this agreement; Develop, implement and monitor the PAR budget, other than negotiated stipends;
4. Fill Consulting Teacher/BTSA Support Providers vacancies including BTSA liaisons mid-term vacancies. The Panel's appointment in such cases shall only be for the completion of the original term of the vacated position;
5. Monitor the PAR program, and make an annual report(s) to the Association and Governing Board regarding the effectiveness of the PAR program;
6. Send written notification of participation in the PAR program to the Participating Teachers, Consulting Teacher/BTSA Support Providers and Principal;
7. Distribute copies of the PAR program to all impacted employees;
8. Monitor the progress of Participating Teachers referred to the PAR program and forward to the Governing Board the names of individuals who, after sustained assistance, were not able to demonstrate satisfactory improvement.
9. Determine district-wide staff development needs that are funded through the PAR program and provide input to the Superintendent regarding district-wide staff development that is not funded by the PAR program.
10. Make other determinations as the PAR program evolves.

ARTICLE 21: Peer Assistance and Review (PAR)
The District and Association will establish and maintain a program to provide assistance to teachers who are in need of or desire peer support and/or professional growth. The program will be called "The Peer Assistance and Review Program" (or "The PAR Program") and will provide assistance in subject matter knowledge, maintaining a suitable learning environment, and/or teaching methods in order to increase student achievement.

21.1 PAR Panel

21.1.1 The PAR Panel shall consist of five (5) members, two (2) of whom shall be selected by the District and three (3) of whom shall be selected by certificated classroom teachers through a process established by the Association. Both parties retain the right to replace their own representatives. Both the District and the Association will
appoint one alternate representative for the purpose of replacing a regular panel member who is unable to attend a meeting(s).

21.1.2Effective September 2001, the term of office for teacher members on the Panel shall be three years.

21.1.3The Par Panel shall meet four (4) times each school year, unless additional meetings are determined necessary by a vote of three (3) PAR Panel members. Such meetings may take place during the regular workday, for which teacher PAR Panel members shall be released without loss of compensation. To meet, three (3) PAR panel members must be present. Teacher members of the PAR Panel will receive an annual stipend of $4,500.

21.1.4 The PAR Panel shall work toward reaching consensus on all decisions; however, if no consensus is reached, a majority vote will prevail.

21.2 PAR Panel Responsibilities:

The PAR Panel is responsible for:
    21.2.1 Establishing its own rules and procedures, including the method for selection of a person. The Rules and Procedures shall be consistent with the provisions of this Agreement, Board Policies, District Regulations, and the Education Code.

    21.2.2 Distributing, at the beginning of each school year, a summary of the adopted rules and procedures to all unit members and administrators; Adding rules and procedures to faculty handbooks and make them available as handouts for start of school.

    21.2.3 Establishing and submitting a proposed annual budget for the PAR Program to the Board of Trustees. The PAR Panel shall refrain from taking any actions that might exceed the Board approved annual budget.

    21.2.4 Coordinating training to meet the needs of the program and its participants.

    21.2.5 Sending written notification of participation in the PAR program to Participating Teachers.

    21.2.6 Determining the number of Consulting Teachers in any school year based upon participation in the PAR Program, the PAR budget, and other relevant considerations.

    21.2.7 Establishing rules and procedures for selecting Consulting Teachers.

    21.2.8 Selecting and assigning Consulting Teachers to Participating Teachers. The PAR Panel will also determine the appropriate caseload for each Consulting Teacher.

    21.2.9 Preparing guidelines for Consulting Teachers and their activities.

    21.2.10 Reviewing Assistance Plans and assessment reports prepared by Consulting Teachers.

    21.2.11 Evaluating the impact of the PAR program on an annual basis and making recommendations to CVSTA and the District for improvement.

    21.2.12 Reviewing the final report prepared by the Consulting Teacher and making recommendations to the Governing Board regarding the Referred Participating Teacher's progress in the PAR Program, including forwarding the names of Referred Participating Teachers to the

Governing Board prior to April 15th of each school year, who, after sustained assistance, are unable to demonstrate satisfactory improvement.

21.2.13 Maintaining confidentiality regarding the PAR Panel proceedings and assessment plan reports prepared by consulting teachers to the extent required by law.

21.3 Consulting Teachers

21.3.1 Qualifications A consulting teacher is a permanent certificated teacher who provides assistance to a Participating Teacher under the PAR Program established in this Agreement.

Consulting Teachers shall possess the following minimum qualifications:

21.3.1.1 At least four (4) years of recent classroom teaching experience in the District. 21.3.1.2 Demonstrated exemplary teaching ability based on the criteria contained in the California Standards for theTeaching Profession.

21.3.1.3 Demonstrated knowledge and mastery of subject matter, teaching strategies, instructional techniques, and classroom management strategies necessary to meet the needs of pupils in different contexts.

21.3.1.4 Ability to communicate effectively both orally and in writing.

21.3.1.5 Ability to work cooperatively and effectively with others.

21.3.2 Appointment Process & Responsibilities

21.3.2.1The number of Consulting Teachers shall be determined by the PAR Panel, based upon participation in the PAR Program, the available budget, and other relevant considerations. Models for Consulting Teacher positions may include full-time, part-time, and/or extra duty assignments

21.3.2.2 Notice of Consulting Teacher openings shall be posted at each school site for a period of not less than ten (10) workdays. In addition to submitting an application form, each applicant is required to submit at least three references from individuals (preferably at least one supervising administrator) who have direct knowledge of the applicant's abilities to be a Consulting Teacher.

21.3.2.3 Consulting Teachers shall be selected by the PAR Panel after at least one teacher and one District representative on the PAR Panel have conducted a site visitation and a classroom observation.

21.3.2.4 Consulting Teachers shall assist Participating Teachers by demonstrating, observing, coaching, conferencing, referring or by other activities, which, in their professional judgment, shall assist the Participating Teacher.

21.3.2.5 Consulting Teachers can be released from regular duties without loss of compensation when necessary to carry out their responsibilities during the school day. The term of a Consulting Teacher shall be one year (1) which may be extended by the PAR Panel for one consecutive term. Consulting Teachers shall be paid a stipend of $2,000. The PAR Panel may remove a Consulting Teacher from the position at any time because of inadequate performance and/or other reasons that serve the best interests of the PAR Program.

21.4 PAR Program

21.4.1Volunteer Participating Teacher: A Volunteer Participating Teacher is a classroom teacher who has requested the assignment of a Consulting Teacher for peer assistance. The PAR Panel shall accept Volunteer Participating Teachers to the PAR Program based on available Consulting Teachers after completing all Referred Participating Teacher assignments, the PAR budget and other relevant considerations.

21.4.1.1 Classroom teachers, who have not been referred to the PAR Program, may volunteer to participate. The Consulting Teacher shall not participate in a performance review of the Volunteer Participating Teacher.

21.4.1.2 Oral communications between the Consulting Teacher and a Volunteer Participating Teacher shall be confidential and shall not be shared with the Participating Teacher's evaluator or the PAR Panel, without the written consent of the volunteering teacher.

21.4.2 Professional growth and development will be another dimension of the PAR program available for voluntary participating teachers. An application should be made to the PAR panel with the proposed scope of work, the defined goals, a plan that supports sustainable professional growth (i.e. CTSP and curriculum standards) not limited to but including peer collaboration. A final report will be provided to the PAR panel to share the work completed.

21.4.3 Referred Participating Teacher: A Referred Participating Teacher is a permanent classroom teacher who receives either an "Unsatisfactory" or "Needs Improvement" rating in his/her final evaluation in the areas of subject matter knowledge, teaching methods, and/or maintaining a suitable learning environment. A Referred Participating Teacher shall be evaluated in the succeeding year and shall participate in the District's PAR Program.

21.4.3.1 On or before June 1st, the Assistant Superintendent of Human Resources shall send copies of all "Unsatisfactory" or "Needs Improvement" evaluations to the PAR Panel.

21.4.3.2 On or before the last day of school, the PAR Panel shall provide written notification to the Participating Teacher of the Participating Teacher's placement in the PAR Program for the next school year.

21.4.3.3 On or before October 1st, the Consulting Teacher, the Participating Teacher and the Participating Teacher's evaluator shall meet to review the specific teaching/instructional areas identified as unsatisfactory or needing improvement in the Participating Teacher's final evaluation. An assistance plan shall be developed between the Consulting Teacher and the Participating Teacher.

21.4.3.3.1 The assistance plan shall include a statement of areas needing improvement, the objectives to be met to achieve improvement and a monitoring schedule. The assistance plan shall include, but not be limited to, specific training activities in the teaching/instructional areas identified as unsatisfactory and/or needing improvement in the final evaluation. Consulting Teachers shall conduct multiple observations of the Participating Teacher during classroom instruction, and shall have both pre-observation and post-observation conferences.

21.4.3.3.2 During the assistance plan period, the Consulting Teacher and the Participating Teacher's evaluator shall maintain a cooperative relationship and consult with each other on the peer assistance and review process and the Participating Teacher's progress.

21.4.3.4 The Consulting Teacher shall monitor the progress of the Referred Participating Teacher and shall provide periodic interim reports to the Referred Participating Teacher, his/her evaluator, and the PAR Panel for discussion and review.

21.4.3.5 On or before April 15th, the Consulting Teacher shall complete a final report of the Referred Participating Teacher's participation in the assistance plan. The review shall identify the areas needing improvement, the assistance provided to the Participating Teacher and assessment of the results of the assistance, including a statement whether the Participating Teacher satisfactorily achieved the scope of work of the assistance plan. The final report shall be provided by Consulting Teacher to the PAR Panel, Participating Teacher and evaluator. The Participating Teacher shall sign the report acknowledging receipt and shall have the right to submit a written response to the PAR Panel within ten (10) workdays from the receipt of the report.

21.4.3.6 On or before May 1st, the PAR Panel shall submit to the Governing Board the names of Participating Teachers who, after sustained assistance, were unable to demonstrate satisfactory improvement in the PAR Program.

21.4.3.7 Before the end of the school year, the final report and related documentation prepared by the Consulting Teacher shall be made available for placement in the personnel file of the Referred Participating Teacher receiving assistance.

21.5 General Provisions

21.5.1 The PAR Program shall be contingent upon the continuation of State funding.

21.5.2 Nothing herein shall be interpreted as limiting the authority of the Governing Board or District to initiate any form of discipline against the Participating Teacher at any time consistent with the law and this Agreement.

21.5.3 The provisions of the PAR Program may be revised by written mutual consent of the District and the Association.

21.5.4 The provisions of Article 21 shall not be subject to the grievance procedure contained in this Agreement. Complaints alleging violation of the PAR procedures contained herein shall be submitted directly to the PAR Panel for review and response.

21.5.5 The District shall defend and hold harmless individual PAR Panel members and Consulting Teachers from any lawsuit or claim arising out of the performance of their duties under the PAR program as required by the California Government Code.

21.5.6 Consulting Teachers shall not be considered management or supervisory employees as defined under the Educational Employment Relations Act.

21.5.7 All documents issued under the PAR Program shall be considered personnel records subject to the personnel record exemption of the California Public Records Act to the extent permitted by law.

All actions of the PAR Panel shall be by majority vote.

CORRELATION of EVALUATION FORMS

Level – Forms Needed   **Page # in FORMS Section**
For Tier 1:
Professional Development Plan
Pre-Observation Conference Worksheet
Sample Observation Form (Collect Data)
Post-Observation Conference Worksheet

For Tier 2:
Professional Development Plan
Pre-Observation Conference Worksheet
Sample Observation Form (Collect Data)
Post-Observation Conference Worksheet

For Tier 2 – Alternative:
Professional Development Plan
Intent to Apply
Project Proposal
Example of Project Proposal
End of the Year Report
Final Evaluation

CENTINELA VALLEY UNION HIGH SCHOOL DISTRICT TEACHER EVALUATION REPORT CRITERIA

Name: _____ Evaluator _____ Date: _____

Class: _____ Time: _____ Grade Level: _____

Standard I - Engaging & Supporting All Students in Learning

Expectations:

Demonstrates an understanding of the concepts, principles, and strategies that:
- Connecting students' prior knowledge, life experience, and interests with learning goals.
- Using a variety of instructional strategies and resources to respond to students' diverse needs.
- Facilitating learning experiences that promote autonomy, interaction, and choice.
- Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.
- Promoting self-directed, reflective learning for all students.

Rating Scale:	4 = Exceeds District Standards *The educator's work is exceptional. In addition to meeting the expectations above.*	3 = Meets District Standards *The educator demonstrates all of the expectations listed above.*	2 = *Partially Meets District Standards *The educator demonstrates some but not all of the expectations listed above.* (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards *The educator demonstrates few or none of the expectations listed above.* (Unsatisfactory) *Requires Comment	Evidence/Comments:
Connecting students' prior knowledge, life experience, and interests with learning goals.	The teacher facilitates as students connect and apply their prior knowledge, life experiences and interests to new learning and the achievement of learning goals. The teacher builds on students' questions and comments during lessons to modify instruction.	The teacher makes substantial connections between the learning goals and the students' prior knowledge, life experiences and interests. The teacher elicits and uses students' questions and comments during a lesson to extend their understanding.	The teacher makes some connections between the learning goals and the students' prior knowledge, life experiences and interests. The teacher elicits some questions from students during a lesson to monitor their understanding.	The teacher makes no connections between the learning goals and the students' prior knowledge, life experiences and interests. The teacher does not elicit student questions or comments during a lesson.	

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards (Unsatisfactory) *Requires Comment	Evidence/Comments:
Using a variety of instructional strategies and resources to respond to students' diverse needs.	The teacher makes skillful use of a wide repertoire of instructional strategies to engage all students in learning, and makes adjustments while teaching to respond to students' needs.	The teacher uses a variety of instructional strategies that are appropriate to the students and the instructional goals. The teacher carries these strategies out thoughtfully and makes some adjustments to respond to students' needs.	The teacher uses a selection of instructional strategies that are largely appropriate to the students and the instructional goals, but they may lack variety or may not be responsive to students' needs.	The teacher uses instructional strategies, but they lack variety, are poorly carried out, or are inappropriate to the students or the instructional goals. No adjustments are made to respond to students' needs.	
Facilitating learning experiences that promote autonomy, interaction, and choice.	Learning experiences are facilitated by the teacher and students to promote and support a variety of constructive interactions, autonomy and choice in the pursuit of significant learning.	Learning experiences are facilitated by the teacher to promote constructive interactions, autonomy and choice and to encourage and support student involvement in learning.	Learning experiences are directed by the teacher and allow limited student autonomy, interaction and choice.	Learning experiences are directed by the teacher, permitting no student autonomy, interaction or choice.	
Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.	Learning opportunities are provided that extend student thinking and engage and support all students in problem posing, problem solving, inquiry, and analysis of subject matter concepts and questions within or across subject matter areas.	Learning opportunities and support are provided for students to engage in problem solving and in investigating and analyzing subject matter concepts and questions within subject matter areas.	Some learning opportunities are provided for students to engage in problem solving within subject matter areas, but little support is given to develop necessary skills.	No learning opportunities are provided for students to engage in problem solving, analysis, or inquiry within or across subject matter areas.	
Promoting self-directed, reflective learning for all students.	Students take initiative for their own learning, and reflect on, talk about and evaluate their own work with peers.	Students are supported in developing the skills needed to monitor their own learning during activities. Students reflect on and talk about their own work with peers.	Students' learning is directed and monitored by the teacher, and some opportunities are provided for students to reflect on their work individually.	No opportunities are provided for students to initiate their own learning or to monitor their own work.	

Standard II - Creating & Maintaining Effective Environments for Student Learning

The effective educator maintains a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative.

Expectations:
- Creating a physical environment that engages all students.
- Establishing a climate that promotes fairness and respect.
- Promoting social development and group responsibility.
- Establishing and maintaining standards for student behavior
- Planning and implementing classroom procedures and routines that support student learning.
- Using instructional time effectively.

Rating Scale:	4 = Exceeds District Standards *The educator's work is exceptional. In addition to meeting the expectations above.*	3 = Meets District Standards *The educator demonstrates all of the expectations listed above.*	2 = *Partially Meets District Standards* *The educator demonstrates some but not all of the expectations listed above.* (Requires Improvement) ***Requires Comment**	1 = *Does Not Meet District Standards* *The educator demonstrates few or none of the expectations listed above.* (Unsatisfactory) ***Requires Comment**	Evidence/Comments:
Creating a physical environment that engages all students.	The arrangement of the physical environment ensures safety and accessibility and facilitates constructive interaction and purposeful engagement for all students in learning activities.	The arrangement of the physical environment ensures safety and accessibility. Most students work well individually or together as they participate in learning activities.	The physical environment is arranged for safety and accessibility, and it facilitates individual student engagement in learning.	The physical environment does not support student learning. There are one or more safety hazards, and materials are difficult to access when needed.	
Establishing a climate that promotes fairness and respect.	Students ensure that a climate of equity, caring and respect is maintained in the classroom, and students take risks and are creative. The pattern of teacher response to inappropriate behavior is fair and equitable.	A climate of fairness, caring, and respect is maintained by the teacher, and students are encouraged to take risks and be creative. The pattern of teacher response to inappropriate behavior is fair and equitable.	A climate of fairness, caring and respect is established by the teacher for most students, but few students take risks and the teacher does little to encourage them. For the most part, the pattern of teacher response to inappropriate behavior is fair and equitable.	The classroom climate is characterized by unfairness or disrespect, either between the teacher and students or among students. Students are unwilling to take risks. Teacher response to inappropriate behavior is unfair or inequitable.	

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards (Unsatisfactory) *Requires Comment	Evidence/Comments:
Promoting social development and group responsibility.	Students work independently and collaboratively and maintain a classroom community in which they respect each other's differences, assume leadership and are responsible for themselves and their peers.	Students respect each other's differences and work independently and collaboratively, taking responsibility for themselves and their peers.	Students respect each other's differences most of the time and work together moderately well. The teacher provides limited opportunities for students to assume responsibility.	Students' social development, self-esteem and diversity are not supported, and students have no sense of responsibility for each other.	
Establishing and maintaining standards for student behavior.	Students and teacher develop standards for behavior together, and students are responsible for helping each other maintain standards.	Standards for behavior are established, are clear to all students, and are maintained by the teacher. The teacher's response to student behavior is appropriate.	Standards for behavior have been established by the teacher, and the teacher's response to student behavior is generally appropriate.	No standards for behavior appear to have been established, or students are confused about what the standards are.	
Planning and implementing classroom procedures and routines that support student learning.	Students and teacher ensure that classroom procedures and routines operate seamlessly and efficiently.	Procedures and routines work smoothly, with no loss of instructional time.	Procedures and routines have been established and work moderately well with little loss of instructional time.	Classroom procedures and routines have not been established or are not being enforced.	
Using instructional time effectively.	Pacing of the lesson is adjusted as needed to ensure the engagement of all students in learning activities. Transitions are seamless.	Pacing of the lesson is appropriate to the activities and enables all students to engage successfully with the content. Transitions are smooth.	Instructional time is paced so that most students complete learning activities. Transitions used to move students into new activities are generally effective.	Learning activities are often rushed or too long, and transitions are rough or confusing, resulting in a loss of instructional time.	

Standard III - Understanding & Organizing Subject Matter for Student Learning

The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught.

Expectations:

- Demonstrating knowledge of subject matter content and student development.
- Organizing curriculum to support student understanding of subject matter.
- Interrelating ideas and information with-in and across subject matter areas.
- Developing student understanding through instructional strategies that are appropriate to the subject matter.
- Using materials, resources and technologies to make subject matter accessible to students.

Rating Scale:	4 = Exceeds District Standards *The educator's work is exceptional. In addition to meeting the expectations above.*	3 = Meets District Standards *The educator demonstrates all of the expectations listed above.*	2 = *Partially Meets District Standards The educator demonstrates some but not all of the expectations listed above.* (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards The educator demonstrates few or none of the expectations listed above.* (Unsatisfactory) *Requires Comment	Evidence/Comments:
Demonstrating knowledge of subject matter content and student development.	The teacher's working knowledge of subject matter and individual students' development incorporates a broad range of perspectives, strongly supports all students' learning, and is current.	The teacher's working knowledge of subject matter and basic principles of student development incorporates different perspectives, supports all students' learning, and is current.	The teacher's working knowledge of subject matter and basic principles of student development reflects a single perspective, supports some students' learning, and is usually current.	The teacher's working knowledge of subject matter and student development is inconsistently evident, does not adequately support students' learning, or may not be current.	
Organizing curriculum to support student understanding of subject matter.	The curriculum is organized and sequenced and demonstrates concepts, themes and skills, and the relationships between them. It reveals and values a broad range of perspectives, and is organized to ensure that all students develop a deep understanding of core concepts.	The curriculum is organized and sequenced and demonstrates concepts, themes and skills; reveals and values different perspectives; supports an understanding of core concepts for all students.	The curriculum is loosely organized, inconsistently demonstrates concepts, themes and skills; reveals and values different perspectives; and supports an understanding of core concepts for all students.	The curriculum is not organized and it rarely demonstrates concepts, themes and skills; rarely values different perspectives or rarely supports students' understanding of core concepts.	

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards (Unsatisfactory) *Requires Comment	Evidence/Comments:
Interrelating ideas and information with-in and across subject matter areas.	The teacher facilitates students as they identify and integrate concepts and information within and across curriculum, relates content to their lives and previous learning and uses this to extend their understanding.	The teacher identifies and integrates key concepts and information within the curriculum, relates content to students' lives and uses previous learning to extend students' understanding.	The teacher identifies some key concepts and information within the curriculum and attempts to relate content to previous learning without extending students' understanding.	The teacher presents curriculum without identifying or integrating key concepts and information, or does not relate content to previous learning in order to support students' understanding.	
Developing student understanding through instructional strategies that are appropriate to the subject matter.	A repertoire of instructional strategies is used to make content accessible to all students, to challenge them to think critically, and to deepen their knowledge of enthusiasm for subject matter.	The teacher uses appropriate instructional strategies to make content accessible to students, to encourage them to think critically and to extend their knowledge of subject matter.	The teacher may use a few strategies to make the content accessible to student and may encourage some students to think critically or to extend their knowledge of subject matter.	Instructional strategies are not appropriately matched to subject matter content or concepts and do not encourage students to think critically or to extend their knowledge.	
Using materials, resources and technologies to make subject matter accessible to students.	A range of instructional materials, resources and technologies are integrated into the curriculum to extend students' understanding of content and concepts. Materials reflect diverse perspectives.	Instructional materials, resources and technologies support the curriculum and promote students understanding of content and concepts. Materials reflect diverse perspectives.	Instructional materials, resources and technologies are used infrequently to convey key subject matter concepts. Materials may reflect diverse perspectives.	Instructional materials, resources and technologies are either not used or used inappropriately. Materials do not accurately reflect diverse perspectives.	

Standard IV - Planning Instruction & Designing Learning Experiences for All Students

The effective educator consistently applies concepts from human development and learning theories.

Expectations:

- Drawing on and valuing students' backgrounds, interests, and developmental learning needs.
- Establishing and articulating goals for student learning.
- Developing and sequencing instructional activities and materials for student learning.
- Designing short-term and long-term plans to foster student learning.
- Modifying instructional plans to adjust for student needs.

Rating Scale:	4 = Exceeds District Standards *The educator's work is exceptional. In addition to meeting the expectations above.*	3 = Meets District Standards *The educator demonstrates all of the expectations listed above.*	2 = *Partially Meets District Standards The educator demonstrates some but not all of the expectations listed above.* (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards *The educator demonstrates few or none of the expectations listed above.* (Unsatisfactory) *Requires Comment	Evidence/Comments:
Drawing on and valuing students' backgrounds, interests, and developmental learning needs.	Instructional plans build on students' backgrounds, experiences, interests and developmental needs to support all students' learning.	Instructional plans reflect students' backgrounds, experiences, interests and developmental needs to support students' learning.	Instructional plans are partially drawn from information about students' backgrounds, experiences, interests and developmental needs to support students' learning.	Instructional plans do not match or reflect students' backgrounds, experiences, interests and developmental needs, and do not support students' learning.	
Establishing and articulating goals for student learning.	Short-term and long-term instructional goals are set by teacher and students, and integrate students' language, experience and home and school expectations. Goals are appropriately challenging for all students and represent valuable learning. Expectations for students are consistently high.	Short-term and long-term instructional goals are based on students' language, experiences, or home and school expectations. Goals are appropriately challenging for most students and represent valuable learning. Expectations for students are generally high.	Some instructional goals address students' language, experience and/or home and school expectations. Expectations for students are inconsistent.	Instructional goals are not established or do not address students' language, experience or home and school expectations. Expectations for students are low.	

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards (Unsatisfactory) *Requires Comment	Evidence/Comments:
Developing and sequencing instructional activities and materials for student learning.	Instructional activities and materials are differentiated to reflect individual students' interests and developmental needs and engage all students in meaningful learning. Activities support the learning goals and are logically sequenced to clarify content and concepts.	Instructional activities and materials are appropriate to students and the learning goals, make content and concepts relevant and engage most students in meaningful learning. Activities are logically sequenced within individual lessons.	Instructional activities and materials are partially appropriate to students and the learning goals and engage some students in meaningful learning. Some activities are logically sequenced within individual lessons.	Instructional activities and materials are not appropriate to the students or instructional goals do not engage students in meaningful learning. Activities are not logically sequenced.	
Designing short-term and long-term plans to foster student learning.	Long-term plans are highly coherent. Learning sequences are responsive to the needs of individual students and promote understanding of complex concepts.	Long-term plans have a coherent structure, with learning activities in individual lessons well-sequenced to promote understanding of concepts.	Long-term plans have recognizable structure, although the sequence of individual lessons is uneven and only partially helps students develop conceptual understanding.	Individual lesson plans have little or no relation to long term goals, or a unit plan has little recognizable structure.	
Modifying instructional plans to adjust for student needs.	Instructional plans are modified as needed, based on formal and informal assessment and students' suggestions to ensure deeper conceptual understanding by all students.	Instructional plans are modified as needed to enhance student learning based on formal and informal assessment.	Modifications to instructional plans address only superficial aspects of the lesson.	Instructional plans are not modified, in spite of evidence that modifications would improve student learning.	

Standard V - Assessing Student Learning

The effective educator gathers, analyzes, and uses data to measure learner progress, guide instruction, and provide timely feedback.

Expectations:

- Establishing and communicating learning goals for all students
- Collecting and using multiple sources of information to assess student learning.
- Involving and guiding all students in assessing their own learning.
- Using the results of assessments to guide instruction.

Rating Scale:	4 = Exceeds District Standards *The educator's work is exceptional. In addition to meeting the expectations above.*	3 = Meets District Standards *The educator demonstrates all of the expectations listed above.*	2 = *Partially Meets District Standards *The educator demonstrates some but not all of the expectations listed above.* (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards *The educator demonstrates few or none of the expectations listed above.* (Unsatisfactory) *Requires Comment	Evidence/Comments:
Establishing and communicating learning goals for all students.	Learning goals are established by the teacher, students and families; are appropriate to students' needs and the curriculum, and meet District and state expectations. Goals are communicated to all students and families and are revised as needed.	Learning goals are established in relation to students' needs and the curriculum, and meet District and state expectations. Goals are communicated to all students and their families and are revised as needed	Learning goals are established to meet school and District expectations. Goals are communicated to all students without revision.	Few or no learning goals are established. Learning goals are not revised or clearly communicated to students or families.	
Collecting and using multiple sources of information to assess student learning.	The teacher uses a variety of sources to collect information about student learning and a wide range of appropriate assessment strategies to understand student progress.	The teacher uses a variety of sources to collect information about student learning and several appropriate assessment strategies to understand student progress.	The teacher uses one or two sources of information to assess student learning and one or two assessment strategies to understand student progress.	The teacher uses no consistent sources of information to assess student learning and/or uses assessment strategies that are not appropriate to students' learning.	

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards (Unsatisfactory) *Requires Comment	Evidence/Comments:
Involving and guiding all students in assessing their own learning.	Ongoing student reflection and self-assessment are integrated into the learning process. Students demonstrate assessment strategies and discuss work with peers.	Student reflection and self-assessment are included in most learning activities. The teacher models skills and assessment strategies to help students understand their own work and discuss it with peers.	Student reflection is encouraged and guided by the teacher during some activities. Opportunities are provided for students to discuss work with peers.	The teacher does not encourage students to reflect on or assess their own work.	
Using the results of assessments to guide instruction.	Information from a variety of ongoing assessments is used to plan and modify learning activities and support class and individual student needs and achievement. Assessments are used to adjust instruction while teaching in response to student needs.	Information from a variety of assessments is used to plan and modify learning activities, as well as to meet class and individual student needs and achievement. Assessments are occasionally used to adjust instruction while teaching.	Information from a limited range of assessments is used to plan learning activities and may support class needs and achievement. Assessments are not used to adjust instruction while teaching.	Information about student learning is inappropriately or not used by the teacher to plan, guide or adjust instruction.	
Communicating with students, families, and other audiences about student progress.	Students participate with the teacher to exchange information about their learning with families and support personnel in ways that improve understanding and encourage academic progress.	The teacher regularly exchanges information about student learning with students, families and support personnel in ways that improve understanding and encourage academic progress.	The teacher provides information about student learning to students, families and support personnel to promote understanding and academic progress.	The teacher provides some information about learning to students, families and support personnel, but the information in incomplete or unclear.	

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards (Unsatisfactory) *Requires Comment	Evidence/Comments:
Demonstrating student progress towards the attainment of grade-level academic standards as evidenced by results from multiple performance measures.	Students demonstrate a uniform pattern of progress towards the attainment of grade-level standards in subject area(s) taught. Students that are members of special populations demonstrate growth according to assessment results and may show increases in excess of normal expectations. The pattern of uniform progress is consistent among subject area(s) and the correlation between grades and assessment results is strong.	Students demonstrate a general pattern of progress towards the attainment of grade-level standards according to performance measures. There is evidence that students who are members of special populations (e.g., ELL, RSP, etc.) are making progress in academic content areas or the subject area(s), though growth may be less, on the average, than students who are not members of a special population. In self-contained settings, there is not a large discrepancy in overall student progress between subject areas.	While the teacher has administered all required assessments and maintained records of progress, students do not demonstrate a general pattern of progress towards attainment of standards in core academic areas or the subject area(s) taught. While some students may demonstrate measurable and significant progress, a large number of students may have demonstrated marginal gains or regressed. In particular, students' baseline scores demonstrated average or above average performance may have progressed, while students with lower baseline assessment scores may have shown little or no progress. In self-contained settings, students may have demonstrated uniform growth in one core academic area, yet shown inconsistent growth.	Few students demonstrate progress towards the attainment of grade-level standards according to assessment results. In self-contained settings, students in general show limited or no progress in core academic areas of reading/language arts and mathematics. There may be significant discrepancies between assigned grades and performance measures (e.g., high grades and low performance measures). Record keeping on assessment results may be incomplete and/or the teacher may not have administered assessments on a consistent basis according to established guidelines.	

Standard VI. Developing As a Professional Educator

The effective educator engages in continuous professional growth.
Expectations
- Reflecting on teaching practice and planning professional development.
- Establishing professional goals and pursuing opportunities to grow professionally.
- Working with communities to improve professional practice.
- Working with families to improve professional practice.
- Working with colleagues to improve professional practice.
- Professional Responsibility & Ethics

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards	1 = *Does Not Meet District Standards	Evidence/Comments:
	The educator's work is exceptional. In addition to meeting the expectations above.	*The educator demonstrates all of the expectations listed above.*	*The educator demonstrates some but not all of the expectations listed above.* (Requires Improvement) ***Requires Comment**	*The educator demonstrates few or none of the expectations listed above.* (Unsatisfactory) ***Requires Comment**	
Reflecting on teaching practice and planning professional development.	The teacher reflects on his or her teaching practice in relation to student learning and instructional goals, assesses growth over time and plans professional development based on reflection.	The teacher reflects on his or her teaching practice in relation to areas of concern and student learning, assesses growth over time and may use reflection to plan professional development.	The teacher reflects on some lessons and areas of concern in his or her teaching practice, assesses growth in these areas with assistance and may use reflection to plan professional development.	The teacher may reflect on specific problems or areas of concern in his or her teaching practice, but rarely uses reflection to assess growth over time or to plan professional development.	
Establishing professional goals and pursuing opportunities to grow professionally.	Professional goals are extended and the teacher purposefully pursues opportunities to expand knowledge and skills and participates in and contributes to the professional community.	Professional goals are developed and the teacher pursues opportunities to acquire new knowledge and skills and participates in the professional community.	Professional goals are established with assistance. The teacher pursued opportunities to acquire new knowledge and skills, but infrequently participates in the professional community.	Professional goals are not established to guide practice. The teacher rarely pursues opportunities to develop new knowledge or skills, or to participate in the professional community.	

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards (Unsatisfactory) *Requires Comment	Evidence/Comments:
Working with communities to improve professional practice.	The teacher values students' communities and uses knowledge of them to benefit students and families, provide students with experiences that support their learning and promote collaboration between school and community.	The teacher values students' communities and develops knowledge of them to benefit students and families, provide some experiences to support student learning and support collaboration between school and community.	The teacher understands the importance of students' communities, but is not sure how to apply this to benefit students and families, provide experiences to support learning or promote collaboration with the school.	The teacher has limited knowledge of students' communities or of how to access them to provide learning experiences for students or to promote collaboration with the school.	
Working with families to improve professional practice.	The teacher respects all students' families, understands their diverse backgrounds, maintains ongoing positive interactions and provides multiple opportunities for meaningful participation in the classroom or school community.	The teacher respects students' families, develops positive communication and an understanding of their diverse backgrounds and provides opportunities for families to participate in the classroom or school community.	The teacher respects some students' families, initiates communication and develops an understanding of their diverse backgrounds and may provide some opportunities for families to participate in the classroom or school community.	The teacher may demonstrate respect for students' families or their backgrounds, but has limited communication with families and is not sure how to provide opportunities for participation in the classroom or school community.	
Working with colleagues to improve professional practice and Professional Responsibility & Ethics.	The teacher engages in dialogue and reflection with colleagues, collaborates with staff to meet students' needs, and contributes to school-wide and District-wide decision making, events and professional development.	The teacher engages in dialogue with colleagues, collaborates with staff to meet students' needs and participates in school-wide events.	The teacher engages in dialogue with some colleagues, seeks out staff to help meet students' needs and participates in some school-wide events	The teacher rarely converses with colleagues, rarely seeks out other staff to meet students needs and rarely participates in school or District events or learning activities.	

CENTINELA VALLEY UNION HIGH SCHOOL DISTRICT
TEACHER GOAL SETTING FORM

Employee Name: _____

Site: _____

Title/Subject/Grade Level: _____

Employment Status: Intern ☐
(Check one)

Temporary ☐

Probationary ☐ | Prob 1 ☐

Permanent ☐ | Prob 2 ☐

Date of Conference: _____

Evaluating Administrator: _____

SECTION 1:   **TEACHING STANDARDS**

Standard I: **Engaging and Supporting All Students in Learning**
Standard II: **Creating and Maintaining Effective Environments for Student Learning**
Standard III: **Understanding and Organizing Subject Matter for Student Learning**
Standard IV: **Planning Instruction and Designing Learning Experiences for All Students**
Standard V: **Assessing Student Learning**
Standard VI: **Developing as a Professional Educator**

SECTION 2:   **GOALS AND OBJECTIVES**

DISTRICT GOAL (Related to Teaching Standard #)   **SELECT ONE:**

OBJECTIVE(S) (HOW ARE YOU GOING TO ACHIEVE GOAL?)

TEACHER GOAL SETTING FORM

SITE GOAL (Related to Teaching Standard #) SELECT ONE

OBJECTIVE(S) (HOW ARE YOU GOING TO ACHIEVE GOAL?)

TEACHER GOAL SETTING FORM
PERSONAL GOAL (Related to Teaching Standard #) SELECT ONE

OBJECTIVE(S) (HOW ARE YOU GOING TO ACHIEVE GOAL?)

_____ _____ _____ _____
Evaluator's Signature   Date   Evaluatee Signature   Date

Employee Name: _____ **Site:** _____

Title/Subject/Grade Level:

_____

Employment Status:
(Select One)

Intern		Prob 1	
Temporary		Prob 2	
Probationary			
Permanent			

Date of Conference _____ **Evaluating Administrator** _____

SECTION 1: EVALUATION OF PERFORMANCE

Rating Scale:

4 = Exceeds District Standards	3 = Meets District Standards	2 = Partially Meets District Standards* *Needs Improvement*	1 = Does Not Meet District Standards* *Unsatisfactory*

*These ratings require a comment in Section 3: Comments by Evaluator.
*Requires completion of evaluation report addendum.

Standard I. Engaging & Supporting All Students in Learning				
Rating: 4 3 2 1	**4**	**3**	**2**	**1**
Connecting students' prior knowledge, life experience, and interests with learning goals.				
Using a variety of instructional strategies and resources to respond to students' diverse needs.				
Facilitating learning experiences that promote autonomy, interaction, and choice.				
Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.				
Promoting self-directed, reflective learning for all students.				

Standard II. Creating & Maintaining Effective Environments for Student Learning				
Rating: 4 3 2 1	**4**	**3**	**2**	**1**
Creating a physical environment that engages all students.				
Establishing a climate that promotes fairness and respect.				
Promoting social development and group responsibility.				
Establishing and maintaining standards for student behavior.				
Planning and implementing classroom procedures and routines that support student learning.				
Using instructional time effectively.				

Standard III. Understanding & Organizing Subject Matter for Student Learning				
Rating: 4 3 2 1	**4**	**3**	**2**	**1**
Demonstrating knowledge of subject matter content and student development.				
Organizing curriculum to support student understanding of subject matter.				
Interrelating ideas and information within and across subject matter areas.				
Developing student understanding through instructional strategies that are appropriate to the subject matter.				
Using materials, resources and technologies to make subject matter accessible to students.				

Standard IV. Planning Instruction & Designing Learning Experiences for All Students				
Rating: 4 3 2 1	**4**	**3**	**2**	**1**
Drawing on and valuing students' backgrounds, interests, and developmental learning needs.				
Establishing and articulating goals for student learning.				
Developing and sequencing instructional activities and materials for student learning.				
Designing short-term and long-term plans to foster student learning.				
Modifying instructional plans to adjust for student needs.				

Standard V. Assessing Student Learning				
Rating: 4 3 2 1	**4**	**3**	**2**	**1**
Establishing and communicating learning goals for all students.				
Collecting and using multiple sources of information to assess student learning.				
Involving and guiding all students in assessing their own learning.				
Using the results of assessments to guide instruction.				
Communicating with students, families, and other audiences about student process.				
Demonstrating student progress towards the attainment of grade-level academic standards as evidenced by results from multiple performance measures.				

Standard VI. Developing As a Professional Educator				
Rating: 4 3 2 1	**4**	**3**	**2**	**1**
Reflecting on teaching practice and planning professional development.				
Establishing professional goals and pursuing opportunities to grow professionally.				
Working with communities to improve professional practice.				
Working with families to improve professional practice.				
Working with colleagues to improve professional practice.				

SECTION 2: RATING OF STANDARDS

1. A teacher who recieves a majority of 4's under any (1) Standards shall receive a rating of 4 for that Standard
2. A Teacher who receives 4' s and 3' s for all Elements under any one (1) Standard shall receive a Rating of 3 for that Standard.
3. A Teacher who receives a single 2 in any Element under any one (1) Standard may result in a Rating of 3 or 2 for that Standard at the Evaluator's discretion.
4. A Teacher who receives two (2) or m ore 2's in Elements of any one (1) Standard shall receive a Rating of 2 for that Standard.
5. A Teacher who receives a single 1 in an Element under any one (1) Standard shall receive a Rating of 1 for that Standard.
6. A Teacher who receives two (2) or more 1's in Elements under any one (1) Standard shall receive a Rating of 1 for that Standard.
7. A Teacher who receives a Rating of 1 on any one (1) Standard, excluding Standard VI, on the Final Evaluation, shall receive an Unsatisfactory Evaluation and be referred for PAR participation.

Assistance Plan Required (2 or 1)
PAR Assistance Mandated
(Check if applicable)

Any unit member who receives a Rating of 2 or 1 in more than one (1) Standard shall be evaluated annually until the unit member is no longer required to have an Assistance Plan or participate in the PAR program.

SECTION 3: COMMENTS BY EVALUATOR

Areas of expected growth/additional comments:

SECTION 4: COMMENTS BY EVALUATEE

Evaluatee may also attach additional written response. If additional comments are attached, check here: **Comments must be submitted in writing within five (5) working days.**

I certify that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement.

_____ _____ _____ _____
Evaluator   Date   Evaluatee   Date