

ARTICLE 12: EVALUATION PROCEDURES

12.1 Evaluation and assessment of the performance of unit members shall be made on a continuing basis (at least once every semester for probationary and temporary unit members). Should a unit member be employed after the mid-point of the first semester of a school year, evaluation for that semester shall be at the option of the evaluator. Unit members with permanent status shall normally be evaluated, in writing, once every two (2) years. Reasons for evaluating permanent unit members more often

than the minimum required are:

1) A previous “unsatisfactory” written evaluation; and/or,

2) The unit member’s current performance has significantly declined since the most recent written evaluation.

12.2 Prior to the implementation of any change in the existing evaluation forms, the District shall consult with the Association regarding said possible changes.

12.3 If the unit member’s evaluator is to be someone other than the unit member’s immediate supervisor, then the immediate supervisor or District management shall notify the unit member of the name of the unit member’s evaluator(s) by October 15. If a subsequent change in the unit member’s evaluator(s) becomes necessary, and then the unit member shall be notified on a timely basis by his/her immediate supervisor.

12.4 The Evaluation time sequence in Section 12.11 shall be followed. A good faith attempt shall be made by the unit member and the evaluator to reach mutual agreement on the unit member’s goals and objectives. Unit members shall have goals and objectives in conformance with District- approved curriculum, within assigned subject areas.

12.4.1 Goals and objectives may also be required in the areas of student discipline and other duties performed by unit members as an adjunct to their regular assignments. Unit members who are not assigned students on a regular basis shall have goals and objectives in areas of primary responsibilities. Goals and objectives may also be required in other duties performed by unit members as an adjunct to their regular assignments.

12.4.2 If the unit member and the evaluator cannot reach a mutual agreement on the unit member’s goals and objectives, then the evaluator shall make a decision on the unit member’s goals and objectives. The unit member may note for the record, and attach said comments to the final determination, his/her disagreement

with the evaluator's determination of the goals and objectives.

12.5 During the course of the evaluation period, unusual circumstances may occur which require modification of the original goals and objectives. The determination of new evaluation elements shall be arrived at as in Section 12.4.

12.6 The evaluation process shall include the following:

12.6.1 For probationary and temporary unit members: A minimum of two (2) classroom observations of thirty (30) minutes or more each semester. This does not preclude informal observations as an additional assessment technique.

12.6.2 For a permanent unit member: A minimum of two (2) classroom observations of thirty (30) minutes or more during the school year. This does not preclude informal observations as an additional assessment technique.

12.6.3 An evaluation conference, including a written report with recommendations, shall be scheduled not more than five (5) working days after each observation of thirty (30) minutes or more, for the evaluator to review the observation with the unit member. Such a conference and report shall occur following an informal observation, if less than satisfactory performance is observed or reported.

12.6.4 A unit member shall be entitled to attach a written response to any observation report or evaluation within seven (7) working days following his/her receipt of the observation report or evaluation.

12.6.5 A final written evaluation by the evaluator shall be discussed with, and given to, the unit member at least sixty (60) calendar days prior to the end of the school year (June 30).

12.6.6 In order to provide an opportunity to improve their instructional performance, unit members who receive a less-than-satisfactory (LTS) rating on their observation report/evaluation shall be entitled, upon request, to a subsequent, prearranged observation with a follow-up conference and written evaluation.

12.6.7 The evaluator's role in assisting a unit member who receives a LTS rating shall include, but not be limited to, the following:

- 1) Notification, in writing, of areas where improvements are needed.

2) Specific recommendations for improvement within a specified time, and methods by which such improvements will be assessed.

3) Time schedule to monitor progress.

4) Additional resources, if any, to be utilized to assist in implementing such recommendations.

12.7 The evaluator may request a unit member to assist another unit member in need of assistance. Unit members shall not formally evaluate other unit members.

12.8 Evaluation of a unit member shall not be based upon information or material which has been received by the evaluator from other sources, such as parents or citizens, unless, if requested by the unit member, a discussion has occurred between the unit member and the person(s) who is the source of the data and the data has been reduced in writing by this person. The evaluator shall make a reasonable effort to verify said information and material.

12.8.1 The results of a Referred Participating Teacher's participation in the Peer Assistance and Review Program may be used in the annual evaluation.

12.9 Evaluation of performance shall not be predicated upon lawful, non-school related, personal activities which have no impact or bearing on work-related effectiveness of the unit member.

12.10 Evaluation Time Sequence:

The following time sequence shall be used for full-year unit members falling into one of the following categories:

2nd year Probationary unit members
Permanent unit members

12.11 Time Line

Second Year Probationary and Permanent Unit Members

By October 31

Goal setting conference

By February 15

One completed evaluation process (refer to section 12.6) for those being recommended for termination or non-reelection

plan. Said plan will consist of a listing of resources available to both parties for the purpose of improved instruction. Timelines are to be established and adhered to by both parties.

12.14.4.1 The unit member may elect instead to enter the Peer Assistance and Review Program as a Voluntary Participating Teacher.

12.14.5 Three (3) areas marked “Unsatisfactory” or eight (8) areas marked “Below District Standard” on the Summative Evaluation Document, would be deemed an unsatisfactory evaluation and would also trigger the assistance plan referred to in Section 12.14.4.

12.14.5.1 If three (3) of the areas are marked “Unsatisfactory” or eight (8) areas are marked “Below District Standard” in the following identified 12 areas on the Summative Evaluation Document, it would be deemed an unsatisfactory evaluation and would also trigger participation in the Peer Assistance and Review Program:

- Progress of students towards standards (as found in the current summative evaluation) IF, IG
- Instructional Techniques IA, IC, ID
- Curriculum Objectives IB, IE, IIA
- Suitable Learning Environment IIB, IIC, IIIA, IIIB

12.14.6 In preparing the final evaluation form for placement into the unit member’s file, the evaluator shall rely primarily upon data collected through classroom observations and evaluation conferences. Any deficiencies which may have been brought to the attention of the unit member, and subsequently corrected, shall not be included in the final evaluation form.

12.14.6.1 Additionally, the Evaluator shall have the discretion as to whether and how to use the Peer Assistance and Review results in the annual evaluation.

12.14.7 A unit member shall not be evaluated on or held accountable for any aspect of the educational program over which he/she has no authority or ability to correct.

12.14.8 The evaluation of unit members, pursuant to this Article, shall not include or be based upon the following:

- 1) Standardized achievement test results;
- 2) Results of any tests utilized for the purpose of a School Improvement Plan;
- 3) Achievement of objectives stated in IEP's of special education students;
- 4) Utilization of any "Clinical Supervision" techniques unless specifically agreed to by the unit member being evaluated; and,
- 5) The success, or lack thereof, of a clerical or instructional aide in the performance of tasks assigned by the unit member.