

## **Appendix D**

### **Coronado Unified School District – Evaluation Process**

The Evaluation Process consists of four stages: New Certificated, Intermediate Certificated, Experienced Certificated and Improvement Plan. Each of the four stages includes the following: Goals/Objectives development, Informal and Formal Observations, and Conferences with the evaluator to provide feedback and to discuss teaching practice and student achievement. Marzano states, “Goal setting and feedback used in tandem are probably more powerful than either one in isolation.”

The assessment of pupil progress will be thirty Percent (30%) of the evaluation of a certificated employee in factoring the final rating determination. Observed classroom performance, using the current evaluation tool, remains the primary and controlling factor at seventy percent (70%).

The assessment of pupil progress will be measured by a mutually agreed upon, by the evaluatee and evaluator, assessment tool.

Each certificated employee completes goals/objectives by September 30 each year in accordance with his/her stage of the Evaluation Process. The California Standards for the Teaching Profession (CSTP) as listed below will be used to develop goals/objectives.

#### **California Standards for the Teaching Profession (CSTP)**

- Standard One: Engaging & Supporting All Students in Learning
- Standard Two: Creating & maintaining Effective Environments for Student Learning
- Standard Three: Understanding and Organizing Subject Matter for Student Learning
- Standard Four: Planning Instruction and Designing Learning Experiences for all Students
- Standard Five: Assessing Students for Learning
- Standard Six: Developing as a Professional Educator

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### NEW CERTIFICATED EVALUATION

- I. First and Second Year District Certificated Employees  
(Experienced Teachers and New Teachers to the District):
  - A. The employee writes six (6) goals using each of the six California Standards for the Teaching Profession. A pre-conference held by the evaluator with the teacher regarding goal setting is recommended by September 20.
  - B. As the certificated employee and the evaluator confer regarding the six (6) goals based on the California Standards for the Teaching Profession, the **Continuum of Teaching Practice** may be used as a formative assessment system and self-reflection tool by the certificated employee.
  - C. The **Continuum of Teaching Practice** contains three essential components: standards, criteria (indicators that determine level of teacher development) and evidence of practice. Standards refer to the California Standards for the Teaching Profession (CSTP) and are in alignment with the PK-12 academic content standards. Criteria refer to indicators of teaching practice (level of teacher development).

Evidence of practice includes multiple sources such as lesson plans, observation data, and student work analyses and is used to make valid self-assessments on the Continuum of Teaching Practice.

(Additional examples for evidence of practice are provided in section VI of ACTION PLAN: **ALTERNATE EVIDENCE OF PROFESSIONAL PRACTICE**)

- D. The **Continuum of Teaching Practice** is to be used as a source for developing goals and not as a check list. All CSTPs will be used as the basis for evaluation discussion between the evaluator and the employee.

Evaluation Process/Criteria:

**Three formal observations\***, by the evaluating evaluator, must occur at this level (**One observation due by 10/30, second due by 12/10 and the third by 2/15** to

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provide continual support through the end of the school year with a follow-up conference within three school days of each observation.

Other criteria may include:

- Informal feedback (i.e. peer interaction, parent feedback)
- Informal observation of a unit member officially representing the school/district,
- Conferences
- Support (grade level colleagues, department chair, buddies)

\*meet Ed Code obligations with additional observations as needed

E. **Final Evaluation Form/Conference** completed by **March 1**.

### II. **INTERMEDIATE CERTIFICATED EVALUATION**

(Three to six years of experience in profession):

An experienced certificated staff member who has successfully completed two years of service in Coronado Unified School District and has a minimum of four (4) years of experience in the profession may move directly to the Experienced Certificated Evaluation process with an evaluator's approval.

Feedback is an important part of the professional growth process. For an intermediate employee, observations continue to provide opportunities for authentic feedback which will help deepen the practice. A pre-conference held by the evaluator with the teacher regarding goal setting is recommended by September 20.

- A. The employee develops at least three (3) **Goals/Objectives** using elements from at least two different standards from the CSTPs as mutually agreed to in a collaborative effort by the staff member and evaluator by September 30.
- B. As the certificated employee and the evaluator confer regarding the three (3) goals based on the California Standards for the Teaching Profession, the **Continuum of**

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**Teaching Practice** may be used as a formative assessment system and self-reflection tool by the certificated employee.

- C. The **Continuum of Teaching Practice** contains three essential components: standards, criteria (indicators that determine level of teacher development) and evidence of practice. Standards refer to the California Standards for the Teaching Profession (CSTP) and are in alignment with the PK-12 academic content standards. Criteria refer to indicators of teaching practice (level of teacher development).

Evidence of practice includes multiple sources such as lesson plans, observation data, and student work analyses and is used to make valid self-assessments on the Continuum of Teaching Practice.

(Additional examples for evidence of practice are provided in section VI of ACTION PLAN: **ALTERNATE EVIDENCE OF PROFESSIONAL PRACTICE**)

- D. **Evaluation Process/Criteria**

A minimum of one formal observation is due by **December 1** with a follow-up conference within three school days. If follow up observations are required to address the goals submitted by the employee these will be completed by the employee in collaboration with the evaluator.

Other criteria may include:

- Informal observations (i.e. peer interaction, parent interaction, or any time a staff member officially represents the school/district)
- Peer coaching model may be used along with administrative supervision

- E. An Improvement Plan may be developed based on a “does not meet standard” rating in any one standard or element: goals and objectives will be established to remediate the deficiency.

- F. **Final Evaluation Form/Conference completed by May 1.**

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### III. EXPERIENCED CERTIFICATED EVALUATION

(Seven or more years of experience in profession with tenure)

Feedback is an important part of the professional growth process. As an employee enters seven or more years of experience, observations continue to provide opportunities for authentic feedback which will help deepen the practice of the experienced employee. It is recommended that a meeting be scheduled, by September 20, between the evaluator and the experienced employee to discuss teaching practices, to interact regarding strategic site and district goals and professional goals of the experienced employee.

- A. The employee develops at least two (2) **Goals/Objectives** using elements from at least two different standards from the CSTPs as mutually agreed to in a collaborative effort by the staff member and evaluator by September 30.
- B. The **Continuum of Teaching Practice** is to be used as a source for developing goals and not as a check list. All CSTPs will be used as the basis for evaluation discussion between the evaluator and the employee.
- C. The **Continuum of Teaching Practice** contains three essential components: standards, criteria (indicators that determine level of teacher development) and evidence of practice. Standards refer to the California Standards for the Teaching Profession (CSTP) and are in alignment with the PK-12 academic content standards. Criteria refer to indicators of teaching practice (level of teacher development). Evidence of practice includes multiple sources such as lesson plans, observation data, and student work analyses and is used to make valid self-assessments on the Continuum of Teaching Practice.

(Additional examples for evidence of practice are provided in VI of ACTION PLAN: **ALTERNATE EVIDENCE OF PROFESSIONAL PRACTICE**)

#### D. Evaluation Process/Criteria

One formal observation or a series of three (3) informal observations by mutual agreement of the evaluator and employee will be completed every other year by **February 15** with a follow-up conference within three school days. If follow up observations (formal or informal) are required to address the goals submitted by the employee these will be completed by the evaluator in mutual agreement with

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the employee. Additional observations, which may be formal, can occur at the discretion of the evaluator.

- E. An Improvement Plan may be developed based on an “unsatisfactory” rating in any one element using Form 2 (Improvement Plan) to establish goals and objectives to remediate the deficiency.
- F. **Final Evaluation Form/Conference completed by May 1.**

### IV. CERTIFICATED IMPROVEMENT PLAN

A certificated employee will be placed on an improvement plan, as soon as deemed necessary by the evaluator, based on an “unsatisfactory” rating on one or more California Standards for the Teaching Profession.

- A. The evaluator and employee will establish goals, objectives, and an Action Plan toward developing the appropriate skills necessary to remediate the deficiency. The Procedures for Improvement may include staff development options, list of resources, the opportunity to take advantage of Peer Assistance Review (PAR) Consulting Teacher or Program Consultant programs, if funded and operative, or any other appropriate assistance available to the District.

### V. PAR PROGRAM

If no improvement is noted at the final evaluation conference and the employee receives an unsatisfactory rating in one or more of the California Standards for the Teaching Profession as indicated in the evaluator’s comment section, the employee will be required to participate in the PAR Program, if funded and operative, as a Referred Participating Teacher during the next school year. This will be in addition to the regularly scheduled evaluation process.

- A. The employee may continue as a Referred Participating Teacher for another year if the employee is showing documented improvement. If improvement is not documented, action may be taken to dismiss the employee as provided in the Education Code.

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B. With input from the employee, the evaluator will write goal statement(s) that specifically detail(s) the California Standards for the Teaching Profession in need of improvement. These statements will become the objectives of PAR. The Continuum of Teaching Practice will be utilized. Goal statements will be completed by September 30.

1. Statement by employee and site evaluator of procedures for improvement (in-service workshops, training, college courses, detailed lesson plans, peer support, etc.) will be included in the evaluation.

2. An Action Plan for Improvement detailing the responsibilities of the district, site evaluator and employee will be included in the Procedures and Resources for Improvement section (including participation with PAR's Consulting Teacher or Program Consultant).

3. Three formal observations\* must occur at this level (One observation due by 10/15, second due by 11/15 and the third due by 2/1) to provide continual support through the end of the school year with a follow-up conference within three school days of each observation.

C. Final Evaluation Form/Conference must be completed by March 1. At a conference with the certificated employee and the employee's evaluator, determination will be made to do one of the following: end participation in the PAR program; continue participation in the PAR program; or begin dismissal process.

### **D. SIGNIFICANT TRANSITION IN ASSIGNMENT – SUPPORT PLAN**

A support plan may also be initiated to list goals and objectives by the employee and/or site evaluator to aid in strengthening instructional competence in a new and/or different assignment or for professional growth by an experienced teacher.

### **E. ACTION PLAN - EVIDENCE OF PROFESSIONAL PRACTICE**

Since some goals are not directly observable the list below are some recommendations an employee may use to provide evidence regarding progress in completing a goal. Goals may be written to improve student learning and/or

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instructional leadership using alternative evidence or evidence in addition to a documented observation of professional practice for experienced teachers as well as for other teachers (with evaluator approval) as listed below:

- Optional formal observations\*
- Informal observations/evaluation/conference
- Portfolio
- Continuing education plan
- Peer collaboration (peer coaching)
- Classroom action project
- Self-reflective journal
- Video lessons with peer reviewer
- Curriculum development
- Presentations/sharing to other staff
- Teacher choice or evaluator recommendation
- Other

### **LIST OF SUPPORT RESOURCES**

Peer mentor, mentors and programs offered through SDCOE, release time to observe peer educators, etc.

CSTP 2009  
Continuum of Teaching Practice

\*In accordance with Association of Coronado Teachers Agreement



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## DEFINITIONS

**Formal Observation:** Scheduled observation with the certificated employee in which the evaluator visits the classroom to document teaching practice, student engagement and the classroom environment. A Formal Observation is followed by a conference, within three days, with the certificated employee.

**Informal Observation:** This observation may be a walk-through of the classroom, an impromptu visit without previous scheduling.

**Series of Observations:** Scheduled and unscheduled opportunities to observe numerous times throughout the school year using shorter increments of time.