

Pajaro Valley Unified School District
Certificated Evaluation
Guidebook & Tips for Administrators

Organization:

- There is one booklet for all **non-tenured staff**
(Non-tenured staff have a required process for evaluation which is called Administrative Mandated. Certificated staff on Assistance will also be required to follow this process for evaluation, in addition to participating in PAR.)
- There is one booklet for **tenured staff**
(Tenured staff have a choice of three options for evaluation. Those choices are Partner, Portfolio, and Administrative Choice. Each choice has similar foundations, but each is done differently.)
- There is one booklet for tenured staff on a **self-assessment year only**.
(All staff self-assess each year on the Continuum of Teacher Abilities twice each year. For staff, “self-assessment” only is the evaluation process the year following completing a one year process on Portfolio and Administrative Choice. Following the completion of a one year process on Partner, staff “self-assess only” for the next two years.)
- The configuration of the **timelines** was changed to make for easier tracking of the dates. The specific dates for each option was taken out of the booklets to make it easily available and to support reprinting. Dates for self-assessment and entries to the Administrative Mandated Portfolio are included in the timeline for clarity and accountability.
- References to **PAR** are on the **Pre-Assistance and Assistance** pages in each booklet.

Foundations:

- The certificated evaluation system is a **standards based system** and uses the California Standards for the Teaching Profession (CSTP) to focus the goals and inquiries of certificated staff. The CSTP is the basis for reports on progress, such as the Mid-Year Report and Final Evaluation of non-credentialed teachers. The CSTP is used in reference when developing Pre-Assistance and Assistance plans.
- Another foundational tool is the **Continuum of Teacher Abilities**. The Continuum is used for self-assessment by certificated staff and provides a common language for certificated staff and administration. The Continuum is used as a reference to guide conversations about teaching and learning.
- The design of the evaluation system is to promote **ongoing professional growth throughout the career** of all certificated staff and to develop skills of self-diagnosis based on standards, self-prescription and staff who practice inquiry, data-gathering, reflection, and action focused on **improving student achievement**.
- Within this professional growth and assessment system there is **clear provision for under-performing** certificated staff. **Pre-Assistance, Assistance** and their relationship to **PAR** are clearly delineated as

procedures and processes to use when staff fall below this district’s standard for tenured certificated staff (the “applying” column on the Continuum of Teacher Abilities is standard.)

Guidelines and Tips About Self-Assessment

	Role of Administrator	Role of Certificated Staff
	<p>Inform certificated staff of their status and options. Check with Certificated Personnel.</p> <p>Provide evaluation booklets, answer questions and give information about available training for Partner, Portfolio and Administrative Choice.</p> <p>Schedule initial meetings.</p>	
Self-Assessment		<p>All certificated staff self-assess twice every year.</p> <p>Use the self-assessment booklet and follow the procedures for self-assessment.</p> <p>Non-tenured staff are to use the results of the self-assessment to inform development of goals in all six areas of the California Standards for the Teaching Profession.</p> <p>Tenured staff are to use the results of the self-assessment to inform the development of the Area of Investigation.</p>

- There is no paperwork required for self-assessment.
- To provide some administrative contact with this group, some administrators like to gather all of their certificated staff on self-assessment only for an initial discussion about what they hope to achieve this year. These administrators typically meet with this group at the end of the year again.
- Another simple way to ensure that self-assessment is occurring is to devote staff meeting time twice a year to self-assess and discuss the self-assessment or to tell staff to self-assess before they come to the meeting and that there will be small group dialogue focused on the Continuum, the CSTP and their self-assessment and the goals of the school/district/department.
- There are currently continuums to self-assess for general education teachers, special education teachers, nurses, psychologists, and bilingual resource teachers. If you have staff who are certificated and do not feel that there is an appropriate continuum designed for them, base their self-assessment on selected sections of any of the continuums that do apply to their work and utilize whatever job description might be available to complete the self-assessment and develop goals (for non-tenured staff) or an inquiry (for tenured staff.)

- The questions at the back of the self-assessment booklet can be used to help guide thinking about ability level. The questions can also be very helpful as you prep for pre and post conferences or just to have as a reference during pre and post conferences

	Administrative Role	Certificated Staff Role
Admin. Mandated	<p>Initial meeting and agree upon goals covering all 6 domains in the Professional Standards.</p> <p>2 Pre Conferences, 2 Observations, 2 Post Conferences</p> <p>Write Mid Year Report</p> <p>1 Pre Conference, 1 Observation, 1 Post Conference</p> <p>Write Final Evaluation</p> <p>Summative Meeting and go over the final evaluation *Send Mid-Year Report and Final Evaluation to Certificated Personnel.</p>	<p>Prepare Self-Assessment Summary.</p> <p>Prepare goals, plan and evidence for a Professional Standards.</p> <p>Gather evidence throughout the year of the Professional Standards.</p> <p>Reflect on growth and write own self-Year Report. Share with administrator</p> <p>Prepare for and attend all pre and post observations.</p> <p>Prepare written comments for the final</p>
Partner	<p>Initial meeting and agree upon Area of Investigation</p> <p>Faciliate and monitor substitutes for partner observation.</p> <p>Receive and respond to conference and observation notes from partners four times a year according to the timeline.</p> <p>Prepare comments for final evaluation and schedule/attend summative conference.</p> <p>*Send copy of Area of Investigation and Final Evaluation to Certificated Personnel.</p>	<p>Prepare Area of Investigation and attend</p> <p>Participate in routing the sub/s for observations the year according to the timeline.</p> <p>Participate in 4 pre conferences, 4 observations conferences with partner according to</p> <p>Complete Pre and Post Conference for cycles and give them to the administrator each observation.</p> <p>Prepare final evaluation and attend summative</p>
Portfolio	<p>Initial meeting and agree upon Area of Investigation</p> <p>Schedule and attend group meeting in the first quarter according to the timeline to go over the first selection and reflection.</p> <p>Collaborate with staff in the second semester to observe and collect a selection for the portfolio. Fill out the Reflection Form together as the post conference record.</p> <p>Prepare comments for final evaluation and schedule and attend summative conference.</p>	<p>Prepare Area of Investigation and attend</p> <p>Make a selection for the portfolio and</p> <p>Attend the group meeting to share first</p> <p>Make three other selections for the portfolio cooresponding reflections.</p> <p>One of the last two selections gathered collaborating with the administrator the</p>

	<p>*Send copy of Area of Investigation and Final Evaluation to Certificated Personnel.</p>	<p>Write the reflection with the administrator at the conference.</p> <p>Prepare final evaluation and attend summative conference.</p>
Admin. Choice	<p>Initial meeting and agree upon Area of Investigation</p> <p>2 pre conferences, 2 observations, 2 post conferences</p> <p>Prepare comments for final evaluation and schedule and attend summative conference.</p> <p>*Send copy of Area of Investigation and Final Evaluation to Certificated Personnel.</p>	<p>Prepare Area of Investigation and attend summative conference.</p> <p>Participate in 2 pre conferences, 2 observations, 2 post conferences with administrator as co-observer.</p> <p>Prepare final evaluation and attend summative conference.</p>
Pre Assistance	<p>Identify specific concerns/problems. (See contract and evaluation packets for detailed procedures.)</p> <p>Link specific concerns/problems to the Professional Standards.</p> <p>Schedule a meeting with staff and identify specific concerns, desired outcomes, a plan for support and check-in points.</p> <p>Gather evidence.</p> <p>(Pre Assistance is designed for a 10 week period.)</p> <p>*No formal entries are made to Personnel files.</p>	<p>Participate in meeting to identify concerns and develop support plan and check-in dates.</p> <p>Follow support plan developed and work with staff on the Professional Standards.</p> <p>Gather evidence.</p> <p>Attend all meetings.</p>
Assistance	<p>Identify specific concerns/problems not resolved through the Pre Assistance plan.</p> <p>Link specific concerns/problems to the Professional Standards.</p> <p>Schedule a meeting with staff and identify specific concerns, desired outcomes, a plan for support and check-in points.</p> <p>(Assistance is designed for a 20 week period.)</p> <p>*Formal entries are made to Personnel files.</p> <p>**While on Assistance certificated staff are placed on Administrative, Mandated and remain on Administrative, Mandated the year following removal from Assistance.</p> <p>***While on Assistance certificated staff are not eligible to transfer or advance to a higher step or column on the certificated salary schedule.</p>	<p>Participate in meeting to identify concerns and develop support plan and check-in dates.</p> <p>Follow support plan developed and work with staff on the Professional Standards.</p> <p>Gather evidence.</p> <p>Attend all meetings.</p>

