

**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 all 6 domains of the Professional Standards.</p> <p>Gather evidence throughout the year on the goals and growth in the Professional Standards.</p> <p>Reflect on growth and write own self-assessment on the Mid-Year Report. Share with administrator.</p> <p>Prepare for and attend all pre and post conferences and observations.</p> <p>Prepare written comments for the final evaluation.</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 initial meeting.</p> <p>Participate in routing the sub/s for observation four times during the year according to the timeline.</p> <p>Participate in 4 pre conferences, 4 observations, 4 post conferences with partner according to the timeline.</p> <p>Complete Pre and Post Conference forms for the 4 observation cycles and give them to the administrator within seven days after each observation.</p> <p>Prepare final evaluation and attend summative meeting.</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>Prepare Area of Investigation and attend initial meeting.</p> <p>Make a selection for the portfolio and write a reflection.</p> <p>Attend the group meeting to share first selections and</p>

<p>Portfolio continued</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>*Send copy of Area of Investigation and Final Evaluation to Certificated Personnel.</p>	<p>reflections.</p> <p>Make three other selections for the portfolio and write coresponding reflections.</p> <p>One of the last two selections gathered is generated by collaborating with the administrator through an observation. Write the reflection with the administrator as the post conference.</p> <p>Prepare final evaluation and attend summative meeting.</p>
<p>Admin. Choice</p>	<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 initial meeting.</p> <p>Participate in 2 pre conferences, 2 observations and 2 post conferences with administrator as coach.</p> <p>Prepare final evaluation and attend summative meeting.</p>
<p>Pre Assistance</p>	<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, desired outcomes, support plan and check-in dates.</p> <p>Follow support plan developed and work to regain proficiency in the Professional Standards.</p> <p>Gather evidence.</p> <p>Attend all meetings.</p>

Assistance		
	<p>For tenured teachers who do not successfully resolve the professional growth needs stated in the Pre-Assistance plan:</p> <p>Inform staff that the concerns/problems identified in the Pre-Assistance were not resolved.</p> <p>Inform staff that you are filling out and sending PAR referral form to Human Resources and that s/he has the right to an appeal.</p> <p>The referral to PAR will be reviewed by Human Resources and Union co-chairs of the governing panel to determine whether a consulting teacher will be assigned or if some other course of action will be taken.</p> <p>If the referral is accepted and a consulting teacher is assigned, the administrator and consulting teacher will meet to review the Pre-Assistance plan and clarify the administrative goals for the Assistance plan.</p> <p>Throughout the year, the administrator will meet regularly with the consulting teacher and will attend governing panel meetings related to this staff.</p> <p>The administrator will continue to observe in the classroom of the referred staff and share in presenting to the governing panel regarding the progress of the referred staff.</p> <p>The consulting teacher will meet quarterly with the governing panel and will make a summative recommendation to the governing panel.</p>	<p>Attend final meeting of the Pre-Assistance plan.</p> <p>Decide whether or not to appeal being placed on Assistance and referral to PAR.</p> <p>If makes an appeal, appeal will be reviewed. If does not make an appeal, meets with the consulting teacher to develop a plan to resolve the concerns/problems in relationship to the Professional Standards.</p> <p>Meets weekly with the consulting teacher.</p> <p>Meets regularly with administrator.</p> <p>Follows through on commitments and actively works to reestablish evidence of the Professional Standards in his/her practice.</p>



