

Contract Corner

ARTICLE VIII: EVALUATION

8.1 Statement of Purpose and Policy

This evaluation process, while meeting the criteria established by statute and contract, must be constructive and must take place in an atmosphere of trust and respect. It is designed as a cooperative effort which encourages productive dialogue, promotes professional growth and focuses on the continuous improvement of instruction.

Since the primary focus of evaluation is to improve instruction, evaluation requires certificated staff to satisfactorily meet the criteria as established by statute and contract. The District and the staff believe that the best way to meet legal requirements, while focusing on improvement of instruction, is to establish a system which makes evaluation more meaningful, emphasizes professional growth through goal setting and relates evaluation to district goals. There are many legitimate styles and approaches to performing educational responsibilities, any of which may allow for high quality of education.

The District Certificated Evaluation Process is designed to recognize and support certificated staff responsibility for their own professional growth and to recognize and support administrators' role as instructional leaders dedicated to the professional growth of the staff.

8.2 Overall Timelines

8.2.8 By April 15 – All statutory required observations (60/90) must be completed. Additional observations may still take place.

8.2.9 By May 5 – The summative conference must be completed. By five (5) work days prior to the summative conference all relevant components must have an initial rating and all evaluator evidence must be presented. Any components scored as Basic or Unsatisfactory must have relevant evidence aligned to those components.

8.2.10 May 15 – All certificated employee evaluations must be completed.

8.4.1.5 Summative Conference (by May 5th)

This conference discusses the summary of supporting evidence, including teacher input and evidence on all components, the evaluator's preliminary rating on all components and criteria, and any additional evidence the teacher would like the evaluator to consider prior to making the summative rating on the State 8 Criteria. By five (5) work days prior to the summative conference all relevant components must have an initial rating and all evaluator evidence must be presented. After the summative rating is reached (see Section 8.4.2 Summative Scoring), the teacher and evaluator examine the student growth impact rating and include that score for the final summative rating.

8.4.1.6 Annual Written Summative Evaluations (By May 15th)

Annual written summative evaluations must be completed, and a copy provided to the teacher by no later than May 15. It is the intent of the parties that the evaluator and teacher will have time after the Summative Conference to adjust the written Summative Evaluation based on new evidence presented and discussed during the Summative Conference.

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8.4.2 Summative Scoring for Comprehensive Evaluation

Final scoring is recorded on the Summative Comprehensive Evaluation Form. The final summative evaluation score, including the student growth rating, shall be determined by an analysis of the evidence and the artifacts.

A preponderance of the evidence for the components will be used to develop the overall criterion score for each of the eight (8) State Criteria. This analysis is based on the teacher's performance and growth over the course of the year. Criterion Scores below Proficient must be accompanied by rationale and explanation; similarly, Distinguished scores should also be accompanied by rationale.

The final summative score is determined by adding together all 8 Criterion scores and then locating the corresponding band to reach the final summative score (see table – Summative Score Ratings). Teachers with a preliminary summative score of Distinguished with low student growth rating will receive an overall Proficient rating.

Table - Summative Score Ratings

8-14	15-21	22-28	29-32
Unsatisfactory	Basic	Proficient	Distinguished

Teacher Input and Resolution of Disputes:

Teachers may provide additional artifacts and evidence to aid in the assessment of the teacher's professional performance at any time. The evidence provided by the teacher shall be taken into consideration when determining the final evaluation score.

Should the evaluator and teacher not reach agreement on the summative scoring of a particular criterion; the evaluator will provide the teacher with the opportunity to present additional evidence that supports the teacher's rating. Once the additional evidence has been presented if there is still disagreement, the evaluator's score will prevail. However, the teacher will have a right to write a rebuttal and attach it to the final summative evaluation.

7.21 Long-Term Leave Without Pay

7.21.1 Requests for a long-term leave of absence without pay or benefits shall be made in writing to the Human Resources department no later than April 15. The request shall include a general purpose or reason for the leave. Specific personal, confidential information shall not be required in the formal request. This leave may be granted at the discretion of the District.

7.21.2 If acceptable to the insurance carriers, the District shall allow Employees on such leave to continue any or all portions of their fringe benefit insurance programs via direct monthly payments to the District. Any Employee who fails to make a timely payment will be discontinued from participation. Employees on such leave must make written arrangements with the payroll office.

7.21.3 When granted, such leave shall be for a period of one (1) year.

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- 7.21.4 At the conclusion of the leave, the Employee will be assigned to the next available equivalent position, within grade span or subject area, with equivalent compensation.
- 7.21.5 Employees granted leave under this section will be subject to the same Assignment and Transfer and Retention, Layoff and Recall provisions as other Employees during the duration of such leave.
- 7.21.6 Upon return, the Employee shall retain the same seniority they had at the time they began the leave.