



**San Diego Unified School District**

*THE SUPERVISION,  
OBSERVATION AND  
EVALUATION OF  
CERTIFICATED EMPLOYEES*

Human Resource Services Division  
Labor Relations  
Office of the General Counsel

2014 - 2015 School Year





# SECTION 1

## KEY CONTACTS & TELEPHONE NUMBERS

2014 - 2015 School Year



**SAN DIEGO UNIFIED SCHOOL DISTRICT**  
**Human Resource Services Division**

**THE SUPERVISION, OBSERVATION AND EVALUATION OF CERTIFICATED EMPLOYEES**

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**SAN DIEGO UNIFIED SCHOOL DISTRICT**  
**Human Resource Services Division**  
**KEY CONTACTS AND TELEPHONE NUMBERS**

**Legal Services**

Andra Donovan	(619) 725-5630	adonovan@sandi.net
Kari Searles	(619) 725-5630	ksearles@sandi.net
Sandra Chong	(619) 725-5630	schong@sandi.net
Patrick Frost	(619) 725-5630	pfrost@sandi.net
Amy Bozone	(619) 725-5630	abozone@sandi.net
Kimberly Johnson	(619) 725-5630	kimberly.johnson@sandi.net

**Labor Relations**

Jennifer Carbuccia	(619) 725- 5617	jcarbuccia@sandi.net
Penelope DiBernardo	(619) 725-8174	pdibernardo@sandi.net
Kristine Morshead	(619) 725-8020	kmorshead@sandi.net

**Leadership and Learning**

Jim Solo	(619) 725-7241	jsolo@sandi.net
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**Area Superintendents**

Shirley Wilson, Area 1	(619) 725-5584	swilson1@sandi.net
Lamont Jackson, Area 2	(619) 725-7132	ljackson@sandi.net
Julie Martel, Area 3	(619) 725-5584	jmartel@sandi.net
Sofia Freire, Area 4	(619) 725-7254	sfreire@sandi.net
Mitzi Merino, Area 5	(619) 725-7232	mmerino@sandi.net
Fabiola Bagula, Area 6	(619) 725-7210	fbagula@sandi.net

**Chief of Staff**

Staci Monreal	(619) 725-5504	smonreal@sandi.net
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**Chief Student Services Officer**

Joe Fulcher	(619) 725-5678	jfulcher@sandi.net
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**Chief Human Resources Officer**

Timothy Asfazadour	(619) 725-8043	tasfazadour@sandi.net
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**Executive Director, Human Resources**

Acacia Thede	(619) 725-7130	athede@sandi.net
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**Director, Human Resources**

Bernadette Nguyen	(619) 725-7248	bnguyen@sandi.net
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**Human Resources Officers**

Anisha Dalal	(619) 725-8071	adala@sandi.net
Gil Gutierrez	(619) 725-8031	ggutierrez1@sandi.net
Erin Houston	(619) 725-8143	ehouston@sandi.net
Cristen Owens	(619) 725-8052	cowens1@sandi.net
Jonathan Ton	(619) 725-7409	jton@sandi.net



# SECTION 2

## ARTICLE 14 OF THE SDEA CONTRACT

2014 - 2015 School Year



## ARTICLE 14. PERFORMANCE EVALUATION PROCEDURES

### Section 14.1: PURPOSE

The purpose of the unit member performance evaluation process is to develop and maintain effective performance in all areas of responsibility in alignment with district goals.

### Section 14.2: PERFORMANCE EVALUATION

14.2.1. Frequency. Evaluation and assessment of the performance of unit members will be made on a continuing basis, but at least once each school year for probationary unit members (including unit members serving on leave-replacement contracts and interns), and every other year for unit members in permanent status whose most recent performance evaluation has been effective.

A unit member may be evaluated up to every five (5) years under all of the following conditions:

- a. The unit member has permanent status;
- b. The unit member has been employed by the District for at least 10 years;
- c. The unit member is “highly qualified” under NCLB (if occupying a position that requires this status);
- d. The unit member’s previous evaluation rating was effective;
- e. The unit member and the member’s evaluator agree to a cycle of up to five (5) years; and
- f. Either the unit member or the evaluator may withdraw consent at any time, but the stated reason or cause shall not be arbitrary or capricious.

Unit members participating in the alternative evaluation process described in Section 14.7. may deviate from this schedule and a unit member participating in the National Board Certification Program shall be exempted from routine performance evaluation procedures in Sections 14.1. through 14.6. during the period of time when he/she is involved in the certification process.

14.2.2. Designation of Evaluator. The supervisor of each unit member designated in the unit member's job description shall be the evaluator. The supervisor may delegate the evaluation to other credentialed supervisory personnel. Such delegation will be explained to the evaluatee. A special evaluation shall be conducted by the supervisor or it may be delegated at the supervisor's discretion and with the appropriate division head's approval.

### Section 14.3: EVALUATION COMPONENTS

Evaluation components include evaluation elements, objectives, and responsibilities contained in the unit member's job description.

#### 14.3.1. Elements of Evaluation.

14.3.1.1. The competency of classroom unit members will be evaluated and assessed as such competency reasonably relates to:

- a. Progress of pupils toward established standards.
- b. Instructional techniques and strategies.
- c. Adherence to curricular objectives.
- d. Establishment and maintenance of a suitable learning environment within the scope of the unit member's responsibilities.
- e. Performance of non-instructional duties and responsibilities including supervisory and advisory duties.

14.3.1.2. The competency of non-classroom unit members will be evaluated as such competency relates to:

- a. Provision of specialized support/services to pupils and other unit members.
- b. Provision of services/resources to school sites to support school, division, and district objectives.

- c. Performance of supervisory and advisory duties as may be prescribed by the appropriate supervisor.
- d. Applicable classroom unit member elements of evaluation.

14.3.2. Objectives and Assessment Techniques.

14.3.2.1. Mutual Determinations. The evaluator and the evaluatee shall mutually determine the objectives, the assessment techniques to be used for evaluation and whether the evaluation is to be conducted under Sections 14.3.1.1. or 14.3.1.2. (Refer to Section 14.4. for Resolution of Disagreement in this area.)

14.3.2.2. Selection of Objectives. A minimum of three (3) objectives must be selected:

- a. Elementary. For elementary classroom unit members, selection of at least one (1) objective in an academic area (language arts, reading, or mathematics) and one (1) objective in another subject area is required. At least one of these two (2) objectives shall reflect district/site goals.
- b. Secondary. Secondary classroom unit members shall select at least one (1) objective which reflects district/site goals in a subject area within their major or minor teaching field or teaching assignment.
- c. Non-classroom unit members. Non-classroom unit members, focusing upon primary job responsibilities as contained in the job description, as well as specific school needs assessments, shall be required.

14.3.2.3. Scope of Objectives and Standards. Objectives and standards may be established for any area of position responsibility, evaluation elements, or other responsibilities and non-instructional duties as prescribed by the Board of Education in the job descriptions.

14.3.2.4. Identification of Constraints. When objectives and standards are established, the evaluator and evaluatee shall identify any constraints which would hinder or limit the achievement of performance objectives and standards.

14.3.2.5. Modification of Objectives. During the year, if any specified constraints cannot be overcome or objectives become inappropriate (e.g., grade level change), the evaluatee and the evaluator may modify the objectives. (Refer to Section 14.4. for Resolution of Disagreement in this area.)

14.3.3. Performance Standards. While evaluation will concentrate upon selected areas for each individual, the unit member will be expected to maintain effective standards of performance in all areas of responsibility as identified in the unit member's job description.

**Section 14.4: RESOLUTION OF DISAGREEMENT BETWEEN EVALUATOR AND EVALUATEE (For use in resolution of disputes in Sections 14.3.2.1., 14.3.2.5., 14.6.1.3., and 14.7.)**

14.4.1. Third Party Recommendations. Should agreement not be achieved between the evaluator and the evaluatee as to the areas of evaluation, performance objectives and standards, evaluation elements, evaluation criteria, support requirements, or ongoing plans for evaluating performance status, recommendations from a third party shall be solicited.

14.4.2. Third Party Selection. The evaluator and the evaluatee shall attempt to mutually agree upon the third party. Failing agreement, the matter shall be referred to the evaluator's supervisor who shall select an appropriate third party from any of the following categories of job classifications: teacher, specialist, consultant, coordinator, director, or assistant director, or other parties as agreed. If the dispute involves an evaluatee who is a Counselor, School Nurse, Speech-Language Pathologist, or School Psychologist, the third party shall be credentialed in the same area as the evaluatee. The third party shall make recommendations to the evaluatee and the evaluator.

14.4.3. Final Decision Responsibility. If the recommendations of the third party do not resolve the disagreement, the evaluator's supervisor, in consultation with the Contract Administration Committee, shall make the final decision after considering the recommendations of the third party, and if requested, meeting with the evaluator and the evaluatee.

**Section 14.5: CONSTRAINTS**

- 14.5.1. A unit member shall not be evaluated based upon the use of publisher's norms established by standardized tests.
- 14.5.2. The goals, objectives, and standards for a particular unit member shall take into account the characteristics of students, class size, and availability of resources as established under district policies and procedures, the availability of equipment and materials identified by district standardized lists for the program being evaluated, and board-established goals, objectives, and standards.
- 14.5.3. Unit members shall not evaluate other unit members.
- 14.5.4. No mechanical or electronic recording device may be used to record conferences, classroom instruction or meetings involving unit members and their supervisors unless agreed to by all Parties. (See Appendix I)

**Section 14.6: EVALUATION PROCESS/TIMELINES**

14.6.1. Pre-evaluation.

14.6.1.1. During the first four (4) weeks of pupil attendance, the evaluator shall hold a staff meeting to review the evaluation procedures, distribute and explain copies of all evaluation forms, make available the district manual of unit member job descriptions, and review the evaluation calendar for the year.

14.6.1.2. No later than thirty-five (35) calendar days from the beginning of the school year or the beginning of an assignment, each unit member scheduled for evaluation shall meet with the principal, or designee responsible for his/her evaluation.

During this meeting, mutual agreement shall be reached on the objectives and criteria upon which the unit member will be evaluated, and upon the assessment techniques which will be utilized to determine the degree of the unit member's achievement of objectives and criteria.

14.6.1.3. Within ten (10) workdays of this conference, the unit member shall prepare a written copy of objectives, criteria and assessment techniques determined (Parts A, B, and C of the evaluation worksheets) and submit them to the supervisor.

Within ten (10) workdays of receipt of the unit member's objectives, the supervisor shall approve or disapprove the objectives. If the objectives have not been approved, the supervisor will schedule a conference with the unit member. (Refer to Section 14.4. for resolution of disagreements in this area.)

14.6.1.4. At the request of a school nurse or district counselor, the evaluator will forward a copy of the evaluation and/or objectives to the appropriate department head/program manager.

14.6.2. Observation Procedures.

14.6.2.1. Nothing precludes evaluators from carrying out their normal supervisory responsibilities by observing the evaluatee's total job performance at any time.

When classroom observations are being used as assessment techniques for a unit member whose performance is considered effective, the evaluator should notify the evaluatee when the observation is to be conducted, the method of observation, and who will do the observation.

14.6.2.2. The evaluatee shall provide the observer(s) with a brief outline of the lesson being observed and the assessment or observation method to be used to measure student achievement.

14.6.2.3. A written statement concerning each observation being used as an assessment technique will be prepared by the observer(s) within a reasonable period of time (approximately ten [10] workdays) and attached to the evaluation worksheet. A copy will be given to the evaluatee.

14.6.2.4. Upon receiving the observation statement from the evaluator, the unit member may attach a written response.

14.6.3. Progress Check and Remediation Plan.



14.6.3.1. Whenever the evaluator determines that any aspect of an evaluatee's evaluation may be less than satisfactory, the evaluator shall schedule a conference to discuss the evaluatee's progress in achieving objectives and criteria. During this conference, the evaluator shall notify the evaluatee both in writing and verbally of the specific objectives and criteria where satisfactory progress is not being made.

14.6.3.2. Further, the evaluator shall develop a remediation plan which shall set forth:

- a. The specific areas where improved performance is necessary.
- b. The resources to be made available to assist the evaluatee which may include peer coaching, the assistance of a mentor teacher or released time to observe other unit members.
- c. The evaluator's role in assisting the evaluatee in achieving improved performance.
- d. A timeline for monitoring the evaluatee's performance.
- e. The evaluator will consult with the appropriate department head in the development of a progress check and remediation plan for itinerant nurses and district counselors.

14.6.3.3. This conference must take place sufficiently in advance of the final evaluation to afford the evaluatee the opportunity to improve, but in no event shall it take place less than fifty (50) work days prior to the date of the final evaluation. Failure to schedule this conference and to meet the provisions of this Section may preclude the evaluator from evaluating an evaluatee as less than satisfactory.

14.6.3.4 If an absence occurs during the remediation period, the evaluator may decide, or the evaluatee may request, that the remediation period should terminate or be postponed to a later date. The evaluator's decision on this matter shall be final and shall be communicated to the unit member in writing. If the remediation period is terminated, the period shall begin anew when the unit member returns to work, commencing on a date to be established by the evaluator. A unit member whose remediation period is rescheduled in this manner shall not have access to the post and bid process set forth in Section 12.2.

#### 14.6.4. Final Evaluation.

14.6.4.1. The evaluator and the evaluatee complete and sign Part D of the evaluation worksheet and performance evaluation addendum (if any). The evaluator prepares a draft copy of the summary evaluation report for discussion with the evaluatee according to the following schedule/ procedure:

- a. On or before the third Friday in February for second year probationary unit members.
- b. On or before the last workday in April for permanent unit members, first year probationary unit members, and leave replacements. This timeline may be extended up to May 15 for unit members assigned to year-round sites.

14.6.4.2. Not later than thirty (30) calendar days prior to the last school day of the school calendar, the evaluatee shall sign and be provided with a copy of his/her evaluation.

The evaluatee may, within thirty (30) calendar days, attach a written response to the evaluation which shall become a permanent part of the personnel file.

14.6.4.3. In the event an evaluatee has been evaluated as "Requires Improvement" or "Unsatisfactory" in any area of his/her evaluation, the evaluator may continue the evaluation process for the balance of the current school year. The evaluator may attach an addendum to the summary evaluation indicating the results of the continuing evaluation, as it relates to the areas identified as "Requires Improvement" or "Unsatisfactory." Should the performance fail to improve to "satisfactory", the evaluatee will be scheduled for a special evaluation during the next school year.

If the "Requires Improvement" or "Unsatisfactory" ratings are changed to "Satisfactory," a summary evaluation which reflects the improved performance will be prepared and signed by both Parties.

The evaluatee shall sign the addendum and may, within thirty (30) calendar days, attach a written response to the addendum which shall become a permanent part of the personnel file.

14.6.5. Final Responsibility for Evaluation.

Final responsibility for evaluation judgments shall rest with the evaluator. Upon the request of the evaluatee, the evaluator's supervisor shall review the evaluation. The division head shall review all evaluations reflecting less-than-effective performance. Sign off for itinerant nurses and district counselors shall include the appropriate department head.

14.6.6. Grievability of Evaluations.

The evaluation is subject to the grievance procedure to the extent that these guidelines and procedures have not been followed.

**Section 14.7: ALTERNATIVE EVALUATION**

14.7.1. Purpose. The alternative evaluation process encourages unit members to emphasize professional development and personal growth through the evaluation system. The process offers to unit members who have consistently demonstrated effective performance an alternative to the regular evaluation process. The process is flexible in order to encourage unit members to grow in self-chosen areas of interest that promote and relate to student learning and instructional leadership through individual or group efforts. The goals, objectives, projects and criteria established under the alternative assessment process serve as the certificated performance evaluation in lieu of the regular evaluation. The process is structured to strengthen collegial relationships and cooperation and to decrease isolation.

14.7.2. Evaluation Plan.

14.7.2.1. Participation. Permanent unit members with a minimum of five (5) years of effective certificated experience in the District may, with mutual agreement of the supervisor, elect to participate in the alternative evaluation process.

14.7.2.2. Evaluation Plan. At a pre-evaluation conference held in compliance with the timelines established in Section 14.6.1., the evaluatee(s) and the evaluator shall meet, discuss and mutually agree upon the evaluation plan, including constraints. Evaluatees and evaluators are encouraged to be creative and take risks when developing options. The evaluatee(s) and the evaluator will schedule evaluation updates throughout the assessment period. The agreed-upon evaluation plan may transcend the traditional school year cycle and the final evaluation conference may be extended by mutual agreement.

14.7.2.3. Basic Requirements. While participating in the alternative evaluation process, evaluatees continue to maintain responsibility for performance of basic job description requirements and Education Code requirements relating to progress of pupils toward district standards, use of appropriate instructional techniques and strategies, adherence to curricular objectives, establishment and maintenance of a suitable learning environment and performance of non-instructional duties and responsibilities including supervisory and advisory duties. Participation in this process assumes compliance with the requirements of the Education Code.

14.7.2.4. Final Evaluation. At the conclusion of the evaluation period, the evaluatee shall present to the evaluator the results of the agreed-upon evaluation plan. The evaluator shall review the results and complete a summary evaluation form for inclusion in the evaluatee's file.

14.7.2.5. Modification of Evaluation Plan. Upon mutual agreement between the evaluatee and the evaluator, the evaluation plan may be modified or the evaluatee may change to the regular evaluation process. In the event of a change to the regular evaluation process, appropriate timelines and objectives will be mutually established in accordance with appropriate sections of this Agreement.

14.7.2.6. Intent of Alternative Evaluation Sections. All sections of Article 14 apply to participants in the alternative evaluation process with the exception of Sections 14.3.2. and 14.6. Whenever the evaluator determines that any aspect of the evaluatee's evaluation may be less than satisfactory, the provisions of Section 14.6.1. and 14.6.3. will apply.

**Section 14.8: SPECIAL EVALUATIONS**

14.8.1. Types of Special Evaluations. Special evaluations are conducted when a unit member's job performance is less than effective. Special evaluations are of two (2) types:

14.8.1.1. Those that occur to follow up on a unit member previously designated as less than effective.

14.8.1.2. Those that may occur at any time the supervisor determines that any aspect of the unit member's performance is less than effective. (See Section 14.8.7.)

14.8.2. Frequency. When a unit member has been evaluated as less than effective in one (1) year, the unit member shall be evaluated each year until the evaluation is effective or other appropriate action is taken.

14.8.3. Designation of Evaluator. The evaluation shall be conducted by the supervisor or it may be delegated at the supervisor's discretion and with the appropriate division head's approval.

14.8.4. Program of Improvement. If a unit member's evaluation contains a less-than-effective rating in the area of teaching methods or instruction, or control of classroom environment, the evaluator may require the evaluatee to participate in a program designed to improve appropriate areas of performance and to further pupil achievement and instructional objectives of the District.

Development of detailed lesson plans may be required as appropriate.

14.8.5. Counseling and Assistance. In consultation with the evaluatee and the appropriate district personnel, the evaluator will develop a written plan which includes:

14.8.5.1. The specific areas identified where improved performance is necessary, limited to those areas marked less than effective on the previous year's evaluation.

14.8.5.2. Resources to be made available to assist the evaluatee which may include peer coaching, the assistance of a consulting teacher per Article 18, released time to observe other unit members, printed materials, attendance at inservice training sessions, and/or central office assistance.

14.8.5.3. A timeline for monitoring the evaluatee's performance.

14.8.5.4. The evaluator's role in assisting the evaluatee in achieving improved performance.

14.8.5.5. Constraints, if any, to be included on the Evaluation Worksheet.

14.8.5.6. Provide regular updates of the evaluatee's progress in achieving improved performance. These updates shall be provided in writing.

14.8.5.7. The evaluator will consult with the appropriate department head in the development of special evaluation objectives for itinerant nurses and district counselors.

14.8.6. Evaluation Process/Timelines. Timelines for a special evaluation of unit members whose performance has been evaluated as "less than effective" during the previous school year are:

14.8.6.1. Pre-evaluation Conference. During the first four (4) weeks of pupil attendance, the evaluator initiates a pre-evaluation conference with the evaluatee during which time mutual agreement shall be reached on the issues established in Section 14.8.5.

The evaluator informs the evaluatee of exact areas of performance which require improvement, and consults with the evaluatee regarding objectives, standards for effective performance, assessment techniques, timelines, support requirements and constraints to be included on the Evaluation Worksheet. If mutual agreement is not reached during the consultation process, the evaluator will establish the objectives, etc., and inform the evaluatee.

Objectives, standards, assessment techniques, support requirements and constraints shall be related to the areas marked less than effective on the previous year's evaluation. An evaluation worksheet should be completed (Parts A, B, and C) and signed within fifteen (15) calendar days after the conference.

14.8.6.2. Progress Check Conference. On or before the third Friday in December, the supervisor initiates a progress check conference with the teacher.

a. The supervisor:

1) Reviews unit member's performance.

- 2) Provides unit member with copy of mid-year evaluation report.
- 3) If progress has been satisfactory, terminates special evaluation. If desired improvement has not been achieved, continues the evaluation process until February 15 for probationary unit members or within thirty (30) calendar days before the last school day for permanent teachers.
- 4) If performance is not improved, may proceed with appropriate action as necessary.

#### 14.8.6.3. Summary Evaluation Conference.

On or before February 15 for probationary unit members or within thirty (30) calendar days before the last school day for permanent unit members, evaluator initiates a summary evaluation conference with the unit member.

a. The evaluator:

- 1) Completes and signs part D of evaluation worksheets and retains for site records.
- 2) Prepares and signs summary evaluation report and addenda (see Article 18.5.7. and 18.5.8.). Unit member signs documents and is provided with a copy of the summary evaluation report and related materials. Unit member may, within thirty (30) calendar days, submit written comments which will be attached to the evaluation and become a permanent part of the evaluation document.
- 3) If performance is satisfactory, the evaluation is complete.
- 4) If performance continues to be less than effective, supervisor schedules a special evaluation for the next school year and/or proceeds with appropriate disciplinary action.
- 5) Forwards the summary evaluation report to the Department of Human Resource Services Division, Certificated, through divisional channels.

14.8.7. Expedited Special Evaluations. Expedited special evaluations may take place during a unit member's non-evaluation year whenever a demonstrable deficiency in a unit member's performance has occurred. The unit member must first be notified through a conference with written memorandum of summary (not placed in the Education Center personnel file if resolved) that such a deficiency has occurred, and that expedited special evaluation is possible if performance has not improved within a reasonable period of time. This conference and memorandum of summary is not required in cases of severe misconduct.

Expedited special evaluations will occur in accordance with the provisions of the required special evaluation process (Section 14.8.6.) and shall require a minimum timeframe of fifty (50) work days during which time a pre-evaluation conference, progress check and summary evaluation conference must occur.

14.8.8. Recognition: The District and the Association shall develop a form which may be used for recognizing the positive contributions which unit members make to the school site and/or the District. Site and district administrators may utilize this form to recognize such contributions. Copies of the completed form shall be distributed to the unit member and the unit member's district personnel file.

### **Section 14.9: PERSONNEL FILES**

14.9.1. Request to Review. Materials in a unit member's personnel file maintained at the unit member's work location or in the Human Resource Services Division are to be made available for the unit member's review upon request, at a mutually agreed-upon non-instructional time.

14.9.2. Right of Representation. The unit member may be accompanied by a representative while reviewing the records, which will be done in the presence of the administrator responsible for safeguarding these files, if maintained at the work location, or a Human Resource Services Division administrator, if maintained at the Education Center. A representative of the unit member may, with written permission of the unit member, conduct a review of the personnel file.

14.9.3. Exclusions. The material which may be reviewed shall not include ratings, reports, or records which:

14.9.3.1. Were obtained prior to the unit member's employment, or

14.9.3.2. Were prepared by identifiable examination committee members, or

14.9.3.3. Were obtained in connection with a promotional examination.

#### **Section 14.10: PLACEMENT OF DEROGATORY MATERIAL IN PERSONNEL FILES**

14.10.1. Derogatory material shall not be entered in a unit member's site or district personnel file unless and until the unit member is notified and given an opportunity to review and comment thereon.

14.10.2. The unit member shall be given a copy of the material and shall acknowledge that he/she has read such material by signing and dating the original record. It is understood that his/her signature indicates only that the material has been read and does not necessarily indicate agreement with its contents.

14.10.3. The unit member's review of such derogatory material will take place during normal business hours, at a mutually agreed-upon time. The unit member shall be released from duty without loss of pay for this purpose, if necessary.

14.10.4. The unit member may, within a reasonable period of time, submit written comments which shall be attached to such material and become a permanent part of the document.

14.10.5. Electronic mail (e-mail) is not a confidential medium. Therefore, performance evaluations or materials of a derogatory nature shall not be transmitted by electronic mail/internet.

#### **Section 14.11: COMPLAINTS**

Handling of complaints under this Section shall be limited to those which will become a matter of record and which may affect the evaluation of the unit member.

##### 14.11.1. Definitions.

14.11.1.1. Formal Complaint. A written statement, signed and verified under penalty of perjury, by a complainant on forms provided by the District which alleges a specific violation, by a unit member, of a district policy, procedure or long standing practice, and which by virtue of such violation, has adversely affected the complainant and/or his/her family.

14.11.1.2. Informal Complaint. Any complaint which does not meet the definition of a formal complaint shall be considered an informal complaint.

14.11.1.3. Closed Session. A meeting of the Board of Education or a committee thereof, the Superintendent, and such other staff members as the Board may desire. Members of the public and the press who are not indispensable to determining the issues, finding facts, and reaching a conclusion on the matter shall be barred from attendance.

14.11.1.4. Response. A written statement signed by the unit member named in the complaint which answers the complaint. It may also contain counter allegations. It does not need to be verified under penalty of perjury.

14.11.1.5. Adverse Action. Any formal action which shall become a matter of record in the unit member's personnel file.

14.11.2. Initiation of Complaint. Complaints may be initiated at the site, District or Board level. Complaints received at the Board or District level will be forwarded to the appropriate assistant superintendent for resolution at the lowest possible level. It is the intention of all Parties to resolve concerns at the lowest possible level. Complaints against unit members whether initiated at the site level or at the Education Center by a parent, another employee or a member of the community will be called promptly to the unit member's attention and the identity of the complainant will be made known to the unit member.

14.11.3. Informal Resolution. In an effort to resolve such complaints, the unit member's supervisor, upon receipt of a complaint under this Section, shall attempt to resolve the complaint utilizing the following progressive steps:

- 14.11.3.1. The immediate supervisor shall ask the complainant to contact the unit member involved and to attempt to resolve the problem directly with the unit member.
  - 14.11.3.2. Failing resolution, if all Parties agree, the supervisor will schedule a meeting with the complainant and the unit member. The purpose of the meeting shall be to utilize problem-solving techniques in an effort to resolve the complaint.
  - 14.11.3.3. Should the preceding step fail to resolve the complaint, the complainant may contact the appropriate division head to request direct intervention.
  - 14.11.3.4. Failing resolution in all of the steps above, the complainant may submit the complaint, on a form approved by the District and the Association, to the Board of Education or a committee thereof to request a formal hearing.
- 14.11.4. Appeal to the Board of Education. In the event that the steps set forth in Sections 14.12.1. through 14.12.3. have been implemented, and the complaint remains unresolved, the Board of Education may discuss the issue informally in closed session, requesting written summaries of the issues presented at the earlier levels. If after such informal discussions, adverse action against the unit member is contemplated; the Board of Education shall implement the formal hearing procedure set forth below.

14.11.4.1. Hearing and Hearing Procedures.

- 14.11.4.1.1. Timelines. The Board of Education shall schedule a hearing within thirty (30) workdays of the date when a signed appeal from the informal procedure is received in the Board of Education office. Upon mutual agreement, this thirty (30) day time limit may be extended.
- 14.11.4.1.2. Procedure. The complaint and the response shall be presented in closed session to the Board of Education or a committee thereof, in the presence of the complainant and the respondent.
- 14.11.4.1.3. Representation.
  - a) The complainant may be accompanied by his/her attorney or a representative of his/her choice.
  - b) The unit member shall be entitled to representation by a representative of his/her choice, and, if appropriate as determined by the District, may be represented by the General Counsel.
- 14.11.4.1.4. Hearing Procedure. The hearing shall be solely on the issue raised by the complaint and the response. Complainant and the unit member may call witnesses to testify about the allegations made in the complaint or response, and may make whatever statements pertaining to the complaint which either deems desirable. Witnesses shall be sequestered at the request of either Party.
- 14.11.4.1.5. Conduct of Hearing. The presiding officer shall determine the manner in which the hearing is to be conducted, setting aside an appropriate amount of time for each side to present its case, and may limit the number of witnesses and other participants in the hearing. The complainant shall present first, and the unit member will respond. It is understood that the burden of proof is on the complainant.
- 14.11.4.1.6. Record of Hearing. The hearing shall be considered a confidential personnel matter. If the presiding officer determines that a court reporter is necessary to record verbatim the entire hearing, it shall be at district expense.
- 14.11.4.1.7. Conclusion. Within a reasonable period of time after the hearing, the Board of Education will notify the complainant and the unit member of its decision.



# SECTION 3

## EVALUATION TIMELINES

2014 - 2015 School Year



# CERTIFICATED EVALUATION TIMELINES 2014- 2015 SCHOOL YEAR

For SDEA Unit Members Working 184 Days on the Traditional or Year-Round Calendar

STEPS IN CERTIFICATED EVALUATION PROCESS	TRADITIONAL CALENDAR	YEAR-ROUND CALENDAR
<b>Staff Meeting</b> (1 <sup>st</sup> 4 weeks of pupil attendance)	September 2, 2014 - September 29, 2014	September 2, 2014 - September 29, 2014
<b>Objectives/Assessment</b> Discussion Conference (35 calendar days after school starts)	October 6, 2014	October 6, 2014
<b>Employee Turns In Written Objectives, Criteria and Assessment Techniques To Supervisor</b> (10 work days after conference)	October 20, 2014	October 20, 2014
<b>Supervisor Review of Objectives</b> (Must approve or disapprove within 10 work days)	November 3, 2014	November 3, 2014
<b>Last Day Progress Check/ Remediation Plan</b> For Prob 2 (50 work days before summary evaluation report)	November 18, 2014	November 3, 2014
<b>Last Day Progress Check/ Remediation Plan</b> For Prob 1 & Permanent (50 work days before summary evaluation report)	February 10, 2015	February 5, 2015
<b>Summary Evaluation Draft</b> For Prob 2 Discussion, meeting, Then final copy (3 <sup>rd</sup> Friday of February) <b>Due no later than</b>	February 20, 2015	
<b>Summary Evaluation Draft</b> For Prob 1, Permanent, Leave Replacement, Restricted Discussion, meeting, then final copy (Last work day in April for traditional) <b>Due no later than</b>	April 30, 2015	May 15, 2015
<b>Evaluation Due to Employee</b> Not later than 30 calendar days prior to the last day of school	May 15, 2015	June 19, 2015
<p>Earlier timelines are established for evaluation of certificated unit members whose performance has been evaluated as "requires improvement" or "unsatisfactory" during the previous school year (see Collective Bargaining Agreement).</p> <p>Timelines may vary for unit members working an individual calendar.</p>		



SAN DIEGO UNIFIED SCHOOL DISTRICT - Human Resource Services Division  
 CERTIFICATED EVALUATION TIMELINE 2014-2015 School Year

EVALUATION EVENT	SEPT.	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
<b>REGULAR/ON-SCHEDULE EVALUATION (Art. 14. 2)</b>										
<b>Pre-evaluation (Art. 14. 6. 1)</b> *MOU:09-01-12 to 09-29-13										
Staff Meeting (Art. 14. 6. 1. 1)	Within first 4 weeks									
Individual Meeting (Art. 14. 6. 1. 2)	Within 35 calendar days from the beginning of school year	Oct. 06 (Trad/YR)								
Objectives Submitted (Art. 14. 6. 1. 3)	Within 10 days of individual meeting	*Oct. 20 (Trad/YR)								
Supervisor Approval (Art. 14. 6. 1. 3)	Within 10 days of receipt of the objectives		*Nov. 3 (Trad/YR)							
<b>Progress Check/Remediation Plan (Art. 14. 6. 3)</b>										
Probationary 2 (Art. 14. 6. 3. 3) (50 work days prior to summary report)			Nov. 18 (Trad) *Nov. 3 (YR)							
Probationary 1, Temp, Intern, Permanent, Restricted (Art. 14. 6. 3. 3)						Feb. 10 (Trad) Feb. 5 (YR)				
<b>Summary Evaluation Draft (Art. 14. 6. 4. 1)</b> (Discussion, meeting, draft of summary)										
Probationary 2 (Art. 14. 6. 4. 1a)						*February 20 (Trad/YR)				
Probationary 1, Perm, Intern, Temp, Restricted (Art. 14. 6. 4. 1b)							April 30 (Trad)	May 15 (YR)		
<b>Final Summary Evaluation (Art. 14. 6. 4. 2)</b> (final copy due to employee for signing)										
								May 15 (Trad)	June 19 (YR)	
<b>Special Evaluation (Art. 14. 8)</b>										
<b>A. Continued Eval./Less than effective (Art. 14. 8. 1. 1)</b>										
Pre-evaluation Conference (Art. 14. 8. 6. 1)	Within first 4 weeks									
Evaluation worksheet completed and signed (Art. 14. 8. 6. 1)		Within 15 calendar days after conference								
Progress Check Conference (Art. 14.8.6.2)	(on or before third Friday in Dec.)			Dec. 19 (Trad/YR)						
Summary Evaluation Conference (Art. 14. 8. 6. 3)	(on or before Feb.15 - Prob.; or within 30 calendar days before last school day- Perm.)					Feb. 15 (Probationary)		May 15 (Trad. - Perm, Temp, Intern, Restricted)	June 19 (YR- Perm, Temp, Intern, Restricted)	
<b>B. Expedited Special Evaluation (Art. 14. 8. 7)</b> (Non-evaluation year; may occur at any time with a minimum of 50 work days which includes a pre-evaluation conference, progress check, and summary evaluation)										
							April 6 (Trad.) Last Day start	May 11 (YR) Last Day to start May 15 -(Trad) Summary Eval	June 19 (YR) Summary Eval	
<b>PEER REVIEW &amp; ENRICHMENT PROGRAM (PREP) (Art. 18)</b>										
<b>A. Peer Enrichment Program</b> (Voluntary and available to all teachers via PEP through school site and qualified program)										
<b>B. Peer Assistance and Review (Art. 18.5.7)</b> (Mandatory for permanent teachers who received an overall unsatisfactory ratings of the first four elements or unsatisfactory in one of four with an overall evaluation of less than effective)										
							Feb. 10			



# SECTION 4

## ADMINISTRATIVE CIRCULARS

2014 - 2015 School Year



**ADMINISTRATIVE CIRCULAR NO.**  
Office of the Chief Human Resources Officer

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

**Date:**

**To:** Area Superintendents, School Principals, Vice Principals, Division and Department Heads, Child Development Center Administrators, and San Diego Education Association Representatives

**Subject:** CERTIFICATED STAFF PERFORMANCE EVALUATION

**Department and/or  
Persons Concerned:** Certificated Staff

**Due Date:** **Traditional work year:** Second-year probationary employees due February 20, 2015. Permanent, first-year probationary employees, and temporary contract employees (leave replacement, restricted and provisional level credential status) due April 30, 2015.  
**Year-round schools:** Second-year probationary employees due February 20, 2015. Permanent, first-year probationary employees, and temporary contract employees (leave replacement, restricted and provisional level credential status) due May 15, 2015.

**Action Requested:** Evaluate certificated staff by due dates. Notify Human Resource Services Division (HRSD) of corrections to staffing report of evaluated employee.

**Brief Explanation:**

The evaluation of teachers and other certificated employees is one of the most important responsibilities of management personnel. Your cooperation is essential to ensure that significant, challenging objectives are established; the degree of achievement is carefully evaluated; and the process takes place within the timelines established by the Collective Bargaining Agreement. Attachment 1, "Certificated Evaluation Timelines – 2014-2015 School Year," will assist you in scheduling each step of this process on your calendar to meet contract deadlines.

Please consider the following points as you administer this year's evaluation cycle:

1. All probationary and temporary contract employees on your staff (leave replacement, restricted, intern, and provisional level credential status) must be evaluated. Permanent employees, whose performance has previously been evaluated as effective, are evaluated at least every other year. Probationary employees are evaluated each year. A five-year evaluation cycle may be considered with mutual consent.
2. For the evaluation process, please refer to Article 14 in the Collective Bargaining Agreement for the certificated bargaining unit before beginning the evaluation process.

## ADMINISTRATIVE CIRCULAR NO.

Office of the Chief Human Resources Officer

Page 2

3. **For second-year probationary employees, the due date for final evaluations is on or before February 20, 2015.** In order to meet timelines for Board of Education approval, it is important that HRSD receive, **no later than February 20, 2015**, the final evaluation report for any second-year probationary employee who receives a less-than-effective evaluation.
4. Written formal evaluations for permanent certificated staff, first-year probationary, leave replacements, interns, restricted, and provisional level credential employees (which include Provisional Intern Permit, Short Term Staff Permit, District and University Interns) must be completed **on or before April 30, 2015** for traditional sites and **May 15, 2015**, for year-round sites. Refer to Attachment 1 for specific timelines including those whose performance has been evaluated as “requires improvement” or “unsatisfactory” during the previous school year.
5. The required performance evaluation forms (see Attachments 2, 3, and 4) can be reproduced as necessary or can be downloaded from the District’s website, [www.sandi.net](http://www.sandi.net) via the link “For District Staff.” Select the Principal’s Page and click on “Forms,” and then “HR forms.”
6. Any employee who receives a less-than-effective rating on **ANY** of the evaluation elements **MUST** be counseled on the specific objective(s) and criteria where progress is necessary and **MUST** be provided with a written progress check and remediation plan, which include the supervisor’s role in assisting the employee and a timeline for monitoring the employee’s progress. The conference must be held **no later than November 18, 2014** (traditional schools) or **November 3, 2014** (year-round schools) for second-year probationary teachers; no later than **February 10, 2015** (traditional schools) or **February 5, 2015** (year-round schools) for other certificated staff. (Article 14, Section 14.6.3 Progress Check and Remediation.) The assigned Human Resources Officer in HRSD should be contacted as soon as the evaluator suspects that an employee may receive a less-than-effective evaluation.
7. For samples and guides on classroom observations, please refer to the materials provided in the observation and evaluation manual. Be specific in your comments and remember to record the date, time and length of your observation. Remember to discuss your observation with the employee and provide him/her with a copy of your written observation statement within approximately 10 workdays of your observation. The employee should sign and date the supervisor's copy of the observation, acknowledging receipt.
8. Send the original completed and signed copies of the Summary Evaluation Report forms for each of the teachers evaluated directly to HRSD, Room 1241, Eugene Brucker Education Center. Evaluation worksheets and other materials should be retained at the school site. If the Summary Evaluation Report form is marked **less-than-effective**, attach the progress check and remediation plan (or Counseling and Assistance Plan), Evaluation Worksheets, the Performance Evaluation Addendum form, and the written observation statement and send to the appropriate Area Superintendent for signature as reviewer of the evaluation.

**ADMINISTRATIVE CIRCULAR NO.**

Office of the Chief Human Resources Officer

Page 3

9. For Alternative Evaluation process, refer to Collective Bargaining Agreement, Article 14, and Section 14.7.2. Evaluators contemplating this process should contact the Human Resources Officer in HRSD for further assistance.
10. The certificated evaluation report is available via PeopleSoft's Human Resources menu. Navigation to the report is: Workforce Administration, Workforce Reports, Certificated Evaluations. The step-by-step instructions to run this report are attached to this circular, (see Attachment 5) and are available on the HRSD website in the PeopleSoft HCM 8.9 job aids.

Due to the large volume of staffing that occurs at the conclusion of summer, including post and bid, the evaluation report may be incomplete and/or contain inaccurate information. Newly assigned staff may not be included on this initial report. It is recommended that you run the evaluation report on a weekly basis to assure accuracy.

For questions regarding the certificated evaluation report, please call your HRSD contact listed below:

<b>Area 1</b>	<b>Ann Cato</b>	<b>(619) 725-8032</b>	<b><a href="mailto:acato@sandi.net">acato@sandi.net</a></b>
<b>Area 2</b>	<b>Leticia Saldivar</b>	<b>(619) 725- 8107</b>	<b><a href="mailto:lsaldivar@sandi.net">lsaldivar@sandi.net</a></b>
<b>Area 3</b>	<b>Nora Rodrigues</b>	<b>(619) 725- 7750</b>	<b><a href="mailto:nrodrigues@sandi.net">nrodrigues@sandi.net</a></b>
<b>Area 4 &amp; 6</b>	<b>Penny Hemsptead</b>	<b>(619) 725- 8105</b>	<b><a href="mailto:phempstead@sandi.net">phempstead@sandi.net</a></b>
<b>Area 5</b>	<b>Ester Victorio</b>	<b>(619) 725-8114</b>	<b><a href="mailto:evictorio@sandi.net">evictorio@sandi.net</a></b>

APPROVED:

Timothy Asfzadour  
Chief Human Resources Officer

TA:bn

Attachments

Distributions: Lists A, B, C, D, E, F, H, and S

# How to Run the Certificated Evaluations Report

1 Favorites | Main Menu > Workforce Administration > Workforce Reports > Certificated Evaluations

**Certificated Evaluations**

Find an Existing Value | Add a New Value 2

Run Control ID: Certificated\_Evaluations 3

Add 4

Find an Existing Value | Add a New Value

1. Navigate to: *Workforce Administration > Workforce Reports > Certificated Evaluations*
2. Click the **Add a New Value** tab.
3. Enter a **Run Control ID**. Use your initials, or name the report. The **Run Control ID** can have no spaces.
4. Click the **Add** button.

Certificated Evals


Run Control ID: Certificated\_Evaluations | Report Manager | Process Monitor 7 | Run

**Run Parameters**

5 \*Run Date: 09/01/2012 | Enter Sept 1 of the current year (ex: 09/01/2000)

Department: 0261 | Enter Dept ID 6

Save | Return to Search | Notify | Add | Update/Display

5. Enter the **Run Date**. Enter September 1 of the current school year.
6. Enter your **Department**, or click the  to view a list of departments from which to choose.
7. Click the **Run** button.

Process Scheduler Request

User ID: 123424 | Run Control ID: Certificated\_Evaluations

Server Name: PSNT 8 | Run Date: 05/20/2013

Recurrence: | Run Time: 12:32:13PM | Reset to Current Date/Time

Time Zone: |

Select	Description	Process Name	Process Type	*Type	*Format	Distribution
<input checked="" type="checkbox"/>	Certificated Evaluations	SDHR276B	SQR Report	Web	PDF	Distribution

OK 9

8. Select **PSNT** from the drop-down menu for the **Server Name**.
9. Click the **OK** button.

Certificated Evals

Run Control ID: Certificated\_Evaluations | Report Manager | Process Monitor 10 | Run

Process Instance: 1171647

**Run Parameters**

\*Run Date: 09/01/2012 | Enter Sept 1 of the current year (ex: 09/01/2000)

Department: 0261 | Enter Dept ID

Save | Return to Search | Notify | Add | Update/Display

10. Note your **Process Instance** number and click the **Process Monitor** link.

Process List | Server List

View Process Request For

User ID: 122165 Type: [ ] Last [ ] 1 Days [ ] **11** Refresh

Server: [ ] Name: [ ] Instance: [ ] to [ ]

Run Status: [ ] Distribution Status: [ ]  Save On Refresh

Select	Instance	Seq	Process Type	Process Name	User	Run Date/Time	Run Status	Distribution Status	Details
<input type="checkbox"/>	1171647		SQR Report	SDHR276B	122165	05/14/2013 12:45:17PM PDT	Success	Posted	<b>12</b>

Go back to Certificated Evaluations

Save Notify

Process List | Server List

11. Click the **Refresh** button to update the **Run Status**.

12. When **Run Status** becomes “Success”, and **Distribution Status** becomes “Posted” click the **Details** link.

Process Detail

Process

Instance: 1171647 Type: SQR Report

Name: SDHR276B Description: Certificated Evaluations

Run Status: Success Distribution Status: Posted

Run Update Process

Run Control ID: Certificated\_Evaluations

Location: Server

Server: PSNT

Recurrence:

Hold Request  
 Queue Request  
 Cancel Request  
 Delete Request  
 Restart Request

Date/Time Actions

Request Created On: 05/14/2013 12:47:17PM PDT [Parameters](#) Transfer

Run Anytime After: 05/14/2013 12:45:17PM PDT [Message Log](#)

Began Process At: 05/14/2013 12:47:35PM PDT [Batch Timings](#)

Ended Process At: 05/14/2013 12:48:33PM PDT [View Log/Trace](#) **13**

OK Cancel

13. Click the **View Log/Trace** link.

View Log/Trace

Report

Report ID: 786011 Process Instance: 1171647 [Message Log](#)

Name: SDHR276B Process Type: SQR Report

Run Status: Success

Certificated Evaluations

Distribution Details

Distribution Node: PSREPORTS Expiration Date: 05/21/2013

Name	File Size (bytes)	Datetime Created
SDHR276B_1171647.PDF <b>14</b>	2,300	05/14/2013 12:48:33.433000PM PDT
SDHR276B_1171647.out	0	05/14/2013 12:48:33.433000PM PDT
SQR_SDHR276B_1171647.log	1,740	05/14/2013 12:48:33.433000PM PDT

Distribute To

Distribution ID Type	Distribution ID
User	122165

Return

14. Click the link that contains the **Process Instance** number, followed by **PDF** that you noted in **Step 10**.

Report ID: SDHR276B

PeopleSoft EMPLOYEE EVALUATIONS Page No. 1

Run As Of: 09/01/12 Run Date: 05/14/2013

Run Time: 12:48:27

Emp ID	Name	Job Code/Title	Class/Cert	Months Worked	Union	ES Class	Eval Type
Department: 0261 Silver Gate Elementary							
151316	Chris Doe	2226 Teacher-Moderate/Severe	C 10 T	10	01	PER	Bi-Annual
100506	Chris Doe	2000 Regular Teacher	C 10 T	10	01	PER	Bi-Annual
1107897	Chris Doe	2000 Regular Teacher	C 10 T	10	01	PER	Bi-Annual
1136408	Chris Doe	2000 Regular Teacher	C 10 T	10	01	PER	Bi-Annual
1106317	Chris Doe	2000 Regular Teacher	C 10 T	10	01	PER	Bi-Annual
148414	Chris Doe	2000 Regular Teacher	C 10 T	10	01	PR2	Annual
1109374	Chris Doe	2000 Regular Teacher	C 10 T JS	10	01	PER	Bi-Annual
114998	Chris Doe	2000 Regular Teacher	C 10 T	10	01	PER	Bi-Annual
1132396	Chris Doe	2106 Teacher-Mild/Moderate	C 10 T	10	01	PER	Bi-Annual
1150911	Chris Doe	2000 Regular Teacher	C 10 T	10	01	PR2	Annual
151652	Chris Doe	2000 Regular Teacher	C 10 T	10	01	LVR	Annual
101520	Chris Doe	2000 Regular Teacher	C 10 T JS	10	01	PER	Bi-Annual
1110463	Chris Doe	2000 Regular Teacher	C 10 T	10	01	PER	Bi-Annual
133187	Chris Doe	2106 Teacher-Mild/Moderate	C 10 T	10	01	PER	Bi-Annual
1104598	Chris Doe	2000 Regular Teacher	C 10 T	10	01	PER	Bi-Annual
150259	Chris Doe	2000 Regular Teacher	C 10 T JS	10	01	PR2	Annual

15. Your report will open in Adobe Acrobat Reader.

**ADMINISTRATIVE CIRCULAR NO.**  
Office of the Chief Human Resources Officer

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

**Date:**

**To:** School Principals, Vice Principals, Division and Department Heads, Child Development Center Administrators, and San Diego Education Association Representatives

**Subject:** VISITING TEACHER PERFORMANCE EVALUATION

**Department and/or  
Persons Concerned:**

Site Administrators, Division and Department Heads, and Child Development Center Administrators, SDEA Representatives

**Reference:** San Diego Education Association Contract, Article 32.5

**Action Requested:** Please use the attached form when evaluating the performance of Visiting Teachers.

**Brief Explanation:**

The Collective Bargaining Agreement with the San Diego Education Association, Article 32.5 specifies procedures for completing performance evaluations for visiting teachers. These evaluations not only assist the Human Resource Services Division in providing the best visiting teachers for your site's requirements, but also offer valuable feedback to our visiting teachers who provide an important service to our district. Day-to-day performance evaluations may be completed for visiting teachers assigned to the same position for less than 15 days, and are required to be completed when such assignments exceed 15 days.

Please note that the contract specifies if the performance of a visiting teacher is deemed either superior or unsatisfactory, an evaluation must be submitted within ten (10) school days of the completion of the visiting teacher's assignment. In the event a visiting teacher performance evaluation noting unsatisfactory performance is submitted, the evaluating administrator is required to try and hold a conference with the visiting teacher either by telephone or in person within the same time period to apprise the visiting teacher of the performance deficiency. No evaluation shall be based on statements that cannot be investigated and verified. Please note that only certificated site administrators may evaluate visiting teachers.

Attached is the Visiting Teacher Performance Evaluation Form to be used to evaluate your visiting teachers. Please feel free to make copies as necessary and discard previous evaluation forms.



**ADMINISTRATIVE CIRCULAR NO.**

Office of the Chief Human Resources Officer

Page 2

Evaluations should be mailed to the Human Resource Services Division, Eugene Brucker Education Center, Room 1241. For additional information, contact the substitute help desk at (619) 725-8090; You may also contact Darin Noyes, Human Resource Supervisor at (619) 725-8019 [dnoyes1@sandi.net](mailto:dnoyes1@sandi.net).

APPROVED:

Timothy Asfazadour  
Chief Human Resources Officer

TA:BN:dn

Attachment

Distribution: Lists A, C, D, E, F, and S

**SAN DIEGO CITY SCHOOLS**  
Human Resource Services Division  
**VISITING TEACHER EVALUATION**

\*\*\*\*\*

**A. VISITING TEACHER COMPLETES:**

Name: \_\_\_\_\_ School / Site: \_\_\_\_\_  
Employee I.D.: \_\_\_\_\_ Regular Teacher's Name: \_\_\_\_\_  
Telephone: \_\_\_\_\_ Grade level / Subject Area: \_\_\_\_\_  
Date(s) of Assignment: \_\_\_\_\_  
Special Circumstance(s): \_\_\_\_\_

\*\*\*\*\*

**B. SITE ADMINISTRATOR COMPLETES:** (Use the following to indicate performance.)

Scale: 1 - Superior; 2 - Effective; 3 - Unsatisfactory; 4 - Not observed

NOTE: For each area marked unsatisfactory (3), provide a narrative explaining the specific performance deficiencies.

1. ( ) Uses appropriate teaching methods and techniques.
2. ( ) Follows/develops appropriate lessons and plans.
3. ( ) Demonstrates knowledge of teaching area (within credential).
4. ( ) Maintains student control and discipline.
5. ( ) Professionally dressed and groomed.
6. ( ) Maintains suitable learning environment.
7. ( ) Cooperative.
8. ( ) Accepts supervision.
9. ( ) Performs other duties as assigned.

\*\*\*\*\*

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**OVERALL PERFORMANCE:** ( ) Superior ( ) Effective ( ) Unsatisfactory\*

**IS THIS ASSIGNMENT 15 DAYS OR LONGER?**

An assignment of 15 days or longer shall be evaluated. (SDEA 1998-2001 Contract, Article 33.5.8.1)

\*AN **UNSATISFACTORY EVALUATION** shall be submitted within ten (10) school **days**. Also, if reasonably possible, a conference shall be held between the **evaluating** administrator and the visiting teacher prior to the placement into his/her personnel record. The visiting teacher has the right to contact the evaluating administrator to request conference. (SDEA 1998-2001 Contract, Article 33.5.9.3)

- Date of conference: \_\_\_\_\_
- **DO NOT assign again to ( ) teacher's classroom ( ) school site**

\*\*\*\*\*

**Signature of Administrator:** \_\_\_\_\_ **Title:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Fax evaluations to: (619) 686-6650**  
**Substitute Management Unit**  
**Education Center - Rm. 1241**

(All long-term and any superior and unsatisfactory evaluations will be mailed to the visiting teacher by HRSD.)



# SECTION 5

GUIDES

2014 - 2015 School Year



**SAMPLE ONLY**  
**Guide for Areas to Focus on**  
**During Observation and Evaluation**  
**of Classroom Teachers**  
**(Not meant to be a comprehensive list)**

**1. Progress of students toward established standards**

- Are students learning the subject matter established in the curriculum standards?
- Methods of determining whether the students are learning the subject matter established in the curriculum standards:
  - Student assessment during instruction
    - a. Student participation
    - b. Student engagement
    - c. Student response to assessment questions and activities
  - Student work (homework, exams and tests, daily journals, book reports, reports, presentations, portfolios, other verbal and written work)

**2. Instructional techniques and strategies**

- Is the teacher using effective instructional techniques and strategies in the subject matter taught?
- Is the teacher effectively implementing the various components of the literacy program, including reading aloud, independent reading, word study, observation and assessment, shared reading, guided reading, modeled writing, shared writing, guided writing and independent writing?
- Is instruction purposeful?
- Is the purpose of the instruction clearly identified and do the components of the lesson relate to and support the purpose of the lesson?
- Is the instruction connected to and does it build upon prior learning?
- Are the skills and concepts being taught effectively modeled?
- Does the teacher use a variety of teaching techniques and strategies to address the different learning modalities?
- Is the instruction based on student need?
- Does the teacher check for student understanding?
- Does the teacher accommodate and adjust instruction based on assessment of student progress and comprehension?
- Does the teacher clearly explain the concepts being taught?
- Do teacher questions probe and encourage student thought?
- Do the instructional techniques and strategies engage students?
- Do the instructional techniques and strategies accommodate a range of student performance?
- Do the instructional techniques and strategies promote and result in student participation?
- Do the instructional techniques and strategies promote and result in student progress towards established standards?
- Does the teacher consistently reinforce and emphasize the skills and concepts being taught?
- Does the teacher provide effective closure for each lesson?
- Does the teacher use visual aids to effectively support instruction?

- Does the teacher give clear instructions that can be easily implemented by the students?
- Are transitions between lessons and components of various lessons well organized and well implemented?
- Does the teacher effectively pair and group students for small group activities?
- Do the teacher's instructional techniques and strategies reflect implementation of information presented during staff development training?

### **3. Adherence to curricular objectives**

- Is the teacher adhering to the curricular objectives for the subject and grade level being taught?
- Do the instructional techniques and strategies support the curricular objectives being taught?
- Does the content of what is being taught match the curricular objectives?
- Is the teacher's planning well designed to teach the curricular objectives?

### **4. Establishment and maintenance of a suitable learning environment**

- Are there clearly defined classroom rules?
- Are the classroom rules posted in a visible location in the classroom?
- Are the classroom rules consistently enforced?
- Does the teacher have an effective classroom discipline plan?
- Do the students understand the classroom discipline plan?
- Is the classroom discipline plan consistently enforced when students violate classroom rules or engage in other behavior that requires consequences?
- Is the classroom a print rich environment?
- Is the classroom environment student centered?
- Is the classroom environment safe, organized, and clean?
- Are the books in the classroom library appropriately leveled?
- Are the desks, computers, and other furniture and instructional materials organized in an effective manner that supports instruction?
- Are students focused and engaged in classroom instruction?
- Are the students respectful towards the teacher, each other and school materials and property?

### **5. Performance of non-instructional techniques and strategies**

- Does the teacher attend site and district staff development trainings?
- Does the teacher attend staff meetings?
- Does the teacher work effectively with other teachers and administrators?
- Does the teacher communicate effectively with parents and keep parents informed on student progress?
- Does the teacher provide appropriate supervision of students during non-classroom activities?
- Does the teacher follow school and district procedures and rules?

### **6. Performance of stated objectives**

- Has the teacher met the objectives on the evaluation worksheet?  
(Objectives should have incremental/periodic goals so evaluator can determine at various increments whether objectives are being met.)

SAMPLE

**SAMPLE ONLY**  
**Guide for Areas to Focus on**  
**During Observation and Evaluation**  
**of Non-Classroom Teacher**

**1. Provision of specialized support/services to pupils and other teachers**

- Does the certificated employee effectively support teacher staff development at the school site?
- Does the certificated employee effectively initiate, implement and monitor teacher staff development at the school site?
- Does the certificated employee provide quality classroom support that assists classroom teachers in implementing instruction that is aligned with established district standards, frameworks, and assessments?
- Does the certificated employee accurately identify and assess staff development needs of teachers at the school site?
- Does the certificated employee work effectively with teachers and administrators at the school site?
- Does the certificated employee communicate the knowledge and skills learned at Staff Development Training effectively to teachers at the school site?
- Does the certificated employee effectively communicate in writing?
- Does the certificated employee effectively communicate orally?
- Does the certificated employee effectively model or communicate the skills required for effective teaching of reading and writing?
- Does the certificated employee effectively model or communicate the knowledge required to establish a literacy rich classroom environment?
- Does the certificated employee effectively model or communicate the skills for organizing and managing the learning environment? (Example: groups, cross-classroom visitations, coaching observations, etc.)
- Does the certificated employee demonstrate skill in teaching, reading and writing?
- Does the certificated employee effectively model or communicate the skills required for quality teaching of reading and writing?
- Does the certificated employee demonstrate knowledge of literacy practices?
- Does the certificated employee effectively model or communicate the skills required for quality literacy instruction?
- Does the certificated employee demonstrate knowledge of literacy strategies?
- Does the certificated employee effectively model or communicate literacy strategies?
- Does the certificated employee demonstrate knowledge of literacy standards?
- Does the certificated employee effectively model or communicate literacy standards?
- Does the certificated employee demonstrate knowledge of portfolio assessment?
- Does the certificated employee effectively model or communicate the knowledge required for quality portfolio assessment?
- Does the certificated employee demonstrate knowledge of literacy assessment?
- Does the certificated employee effectively model or communicate the knowledge required for quality literacy assessment?
- Does the certificated employee demonstrate knowledge of provision of services to English Language Learners?
- Does the certificated employee effectively model or communicate knowledge of provision of services to English Language Learners?
- Does the certificated employee demonstrate knowledge of “teacher as coach”?
- Does the certificated employee effectively present demonstration lessons?
- Does the certificated employee regularly present demonstration lessons?
- Does the certificated employee effectively critique classroom instruction?
- Does the certificated employee effectively critique teacher communication skills?
- Does the certificated employee effectively assist in planning and implementing the site’s efforts to increase proficiency in reading and writing for Q1 and Q2 students?

- Does the certificated employee satisfactorily assist in the development of methods to evaluate the effectiveness of the school site efforts to improve reading and writing proficiency of Q1 and Q2 students?
- Does the certificated employee regularly assist site school resource teachers in connecting their work to a literacy emphasis?
- Does the certificated employee effectively provide assistance to certificated employees in selecting appropriate courses of study, which will lead to professional improvements?
- Does the certificated employee consistently attend on-going training through the curriculum departments?
- Does the certificated employee participate with curriculum resource teachers in the on-going evaluation and development of the curriculum departments?
- Does the certificated employee participate with the curriculum departments to develop the method by which student performance will be evaluated in conformance with district guidelines, standards and framework?
- Does the certificated employee participate in a network of curriculum resource teachers and meet regularly as a network member with the curriculum departments?

**2. Provision of services/resources to school sites to support school, division, and district objectives**

- Does the certificated employee effectively support teacher staff development at the school site?
- Does the certificated employee effectively initiate, implement and monitor staff development at the school site?
- Does the certificated employee provide quality classroom support that assists classroom teachers in implementing instruction that is aligned with established district standards, frameworks, and assessments?
- Does the certificated employee accurately identify and assess staff development needs of teachers at the school site?
- Does the certificated employee communicate the knowledge and skills learned at Staff Development Training effectively to teachers at the school site?
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- Does the certificated employee demonstrate skill in teaching, reading and writing?
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- Does the certificated employee effectively model or communicate the skills required for quality literacy instruction?
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- Does the certificated employee effectively model or communicate knowledge of provision of service to English Language Learners?
- Does the certificated employee demonstrate knowledge of “teacher as coach”?
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- Does the certificated employee effectively assist in planning and implementing the site’s efforts to increase proficiency in reading and writing for Q1 and Q2 students?
- Does the certificated employee satisfactorily assist in the development of methods to evaluate the effectiveness of the school site efforts to improve reading and writing proficiency of Q1 and Q2 students?
- Does the certificated employee regularly assist site school resource teachers in connecting their work to a literacy emphasis?
- Does the certificated employee effectively provide assistance to certificated employees in selecting appropriate courses of study, which will lead to professional improvements?
- Does the certificated employee consistently attend on-going training through the Curriculum Department?
- Does the certificated employee participate with curriculum resource teachers on-going evaluation and development of the literacy curriculum?
- Does the certificated employee participate with the curriculum departments to develop the method by which student performance will be evaluated in conformance with district guidelines, standards and framework?
- Does the certificated employee participate in a network of curriculum resource teachers and meet regularly as a network member, with the curriculum departments?

**3. Performance of supervisory and advisory duties as may be prescribed by the appropriate supervisor**

- Does the certificated employee effectively support teacher staff development at the school site?
- Does the certificated employee effectively initiate, implement and monitor teacher staff development at the school site?
- Does the certificated employee provide quality classroom support that assists classroom teachers in implementing instruction that is aligned with established district standards, frameworks, and assessments?
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- Does the certificated employee satisfactorily assist in the development of methods to evaluate the effectiveness of the school site efforts to improve reading and writing proficiency of Q1 and Q2 students?
- Does the certificated employee regularly assist site school resource teachers in connecting their work to a literacy emphasis?
- Does the certificated employee effectively provide assistance to certificated employees in selecting appropriate courses of study, which will lead to professional improvements?

#### 4. Classroom teacher elements

##### a. Instructional techniques and strategies

- Does the certificated employee use effective instructional techniques and strategies?
- Does the certificated employee effectively implement various components of the literacy program, including reading aloud, independent reading, word study, observation and assessment, shared reading, guided reading, modeled writing, shared writing, guided writing and independent writing?
- Does the certificated employee provide purposeful instruction?
- Does the certificated employee clearly identify the purpose of the instruction and do the components of the lesson consistently relate to and support a particular purpose?
- Does the certificated employee connect instruction to and consistently build upon prior learning?
- Does the certificated employee effectively model the skills and concepts being taught?
- Does the certificated employee use a variety of teaching techniques and strategies to address the different learning modalities?
- Does the certificated employee base instruction on student need?
- Does the certificated employee check for student understanding?
- Does the certificated employee accommodate instruction based on student assessment?
- Does the certificated employee clearly explain the concepts being taught?

- Do the certificated employee's questions probe and encourage student thought?
- Do the certificated employee's instructional techniques and strategies engage students?
- Do the instructional techniques and strategies used by the certificated employee accommodate a range of student performance?
- Do the instructional techniques and strategies used by the certificated employee result in student engagement and participation?
- Do the instructional techniques and strategies used by the certificated employee promote student progress toward established standards?
- Does the certificated employee consistently reinforce and emphasize the skills and concepts being taught?
- Does the certificated employee provide effective closure for each lesson?
- Does the certificated employee effectively use visual aids to support instruction?
- Are the certificated employee's instructions to students clear and easily implemented?
- Are the certificated employee's transitions between various lessons and components of various lessons well organized, well planned or well implemented?
- Does the certificated employee effectively pair and group students for small group activities?
- Do the instructional techniques and strategies used by the certificated employee reflect implementation of information presented during staff development training?

**b. Performance of non-instructional duties and responsibilities**

- Does the certificated employee effectively assist in establishing and implementing a cooperative working relationship with the site principal and teachers?
- Does the certificated employee effectively initiate, coordinate, or monitor visitations between colleagues?
- Does the certificated employee effectively initiate, coordinate or monitor arrangements for facilities, supplies, and equipment for presentations?
- Does the certificated employee effectively initiate, coordinate or monitor arrangements for substitute teachers when authorized?
- Does the certificated employee follow district procedures and rules?
- Does the certificated employee adhere to timelines?
- Does the certificated employee provide administration updates, reports, and other information on a timely and consistent basis?
- Does the certificated employee attend scheduled staff development meetings with school administration on a timely and consistent basis?
- Does the certificated employee make a substantive contribution during scheduled staff development meetings with school administration?

# GUIDE FOR WRITTEN OBSERVATION STATEMENTS

## **1. FACTS**

- **For Each Instructional Component:**
  - ▶ *Identify Lesson/Activity Being Taught*
  - ▶ *State In The Order It Occurred What Happened/What Did Not Happen (What Was Missing/Should Have Happened) In The Four Following Areas:*
    - (1) **TEACHER PRACTICE**
      - **Instructional Techniques & Strategies**
      - **Adherence To Curricular Objectives**
      - **Assessment Of Student Comprehension**
      - **Transition Between Elements Of Lessons/Activities**
    - (2) **CLASSROOM ENVIRONMENT**
    - (3) **CLASSROOM MANAGEMENT**
    - (4) **STUDENT ENGAGEMENT**

**Identify Date Principal Provided Feedback To Teacher And The Teacher's Response.**

## **2. RULES/EXPECTATIONS OF PERFORMANCE NOT MET**

- **General Statement That Classroom Instruction Is Less Than Effective**
- **Identify And Address Each Rule Violated/Expectation Of Performance Not Met**

## **3. IMPACT**

- **Identify How Violation Of Rules/Failure To Meet Expectations Of Performance Impacts Student Learning And All Other Components Of The Educational Program**

## **4. DIRECTIVES**

- **Identify Rules That Must Be Followed And Expectations Of Performance That Must Be Met**

## **5. SUGGESTIONS**

- **Identify All Assistance That Has Been Provided**
- **Identify Additional And/Or Continued Assistance That Will Be Provided**

**(This example includes all building blocks to be used where classroom instruction is less than effective. The same model can be used where effective, with appropriate modifications.)**

# GUIDE FOR CLASSROOM SUPERVISION AND OBSERVATION

## Normal Supervision Duties (Art. 14.6.2.1)

<b>Types</b>	<b>Purpose</b>	<b>Process</b>	<b>Frequency</b>
Walk-Thru	<ul style="list-style-type: none"> <li>➤ Supervisory identification of needs for professional development to improve instructional practices (small group, school, individual)</li> <li>➤ Brief supervisory check of status of implementation of teacher/instructional practices, classroom environment, classroom management and student engagement</li> <li>➤ May be used for assessment purposes for less-than-effective teacher (no notice required. Art. 14.6.2.1)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Approximately 5-10 minutes per classroom</li> <li>➤ Feedback                             <ul style="list-style-type: none"> <li>• May confer verbally</li> <li>• No written feedback necessary -- if provided:                                     <ul style="list-style-type: none"> <li>* Effective teacher – conference and summary of conference (use ABC’s model)</li> <li>* Less-than-effective teacher – written feedback usually an assessment observation with written observation statement (use ABC’s model) (no prior notice required. Art. 14.6.2.1)</li> </ul> </li> </ul> </li> <li>• Supervisor’s walk-thru log</li> </ul>	<ul style="list-style-type: none"> <li>➤ Each teacher approximately once per week</li> </ul>
Routine Observation Scheduled/ Unscheduled	<ul style="list-style-type: none"> <li>➤ Supervisory monitoring of implementation of professional development (small group, school, individual)</li> <li>➤ Supervisory monitoring of teacher/instructional practices, classroom environment, classroom management, and student engagement</li> <li>➤ May be a follow-up after walk-thru</li> <li>➤ May be used for assessment purposes for less-than-effective teacher (no notice required. Art. 14.6.2.1)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Approximately 20-60 minutes per classroom</li> <li>➤ Feedback                             <ul style="list-style-type: none"> <li>• Provide verbal feedback to teacher</li> <li>• No written feedback necessary – if provided:                                     <ul style="list-style-type: none"> <li>* Effective teacher – conference and summary of conference (use ABC’s model)</li> <li>* Less-than-effective teacher – written feedback usually an assessment observation with written observation statement (use ABC’s model) (no prior notice required for less-than-effective teacher. Art. 14.6.2.1)</li> </ul> </li> </ul> </li> <li>• Supervisor’s routine observation log</li> </ul>	<ul style="list-style-type: none"> <li>➤ Remaining observation time to be divided between routine observations and assessment observations based on size of school, size of management team and other individual circumstances</li> </ul>

## Assessment Observations (Art. 14.6.2.1-4)

<b>Types</b>	<b>Purpose</b>	<b>Process</b>	<b>Frequency</b>
Formal Evaluation	<ul style="list-style-type: none"> <li>➤ To conduct observations for effective and less-than-effective teachers</li> </ul>	<ul style="list-style-type: none"> <li>➤ Follow contract language requirements (Art. 14) (including advance notice to teachers with effective rating (Art. 14.6.2.1)</li> <li>➤ Feedback                             <ul style="list-style-type: none"> <li>• May confer verbally before written feedback provided</li> <li>• Written observation statement for effective and less-than-effective teachers (use ABC’s model)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Remaining observation time to be divided between routine observations and assessment observations based on size of school, size of management team and other individual circumstances</li> </ul>

## Other

<ul style="list-style-type: none"> <li>➤ Feedback/Records to Area Superintendents/H.R.:                             <ul style="list-style-type: none"> <li>• Summary evaluation with less-than-effective rating; remediation plan with attachments; expedited evaluation/special evaluation letter; and written warning/reprimand.</li> </ul> </li> </ul>
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**Nursing & Wellness Program**

**GUIDELINES FOR THE EVALUATION OF SCHOOL NURSES**

GENERAL GUIDELINES:

1. Same basic process and timelines as for teachers and all other certificated personnel under SDEA contract.
2. You will receive a memo from the Nursing and Wellness Program office if your nurse is due for an evaluation this year. However, sometimes we do not receive our list until mid-October, by which time you should have held your first meeting. Please ask your nurse if she is due for an evaluation as early as possible and contact our office if you are uncertain and have not yet received your memo. Also, the list we receive often contains errors, so contact us as well if you receive conflicting information.
3. If your nurse has more than one school site, consult with his or her other site administrators for their input into the process. We send the memo to the principal who has the nurse the most days.
4. Use the NON-CLASSROOM CERTIFICATED STAFF SUMMARY EVALUATION FORM, rather than the TEACHER form. Unless your nurse does classroom presentations on a regular basis that you are observing, mark items 4 (a-d) as “Not Applicable.” All other items need to be evaluated.
5. If your nurse is identified as a Probationary 2 employee, it is very important that you follow the time-line, especially if you feel there may be any performance issues or other concerns that may require early identification and a Remediation Plan. The Nursing and Wellness Program Manager will assist you in this process if needed.
6. When the evaluation is completed, send a copy to both Human Resources and the Nursing and Wellness Program Office at Annex B, IMC, Cardinal Lane.

RESOURCES TO GUIDE YOU (see Appendices):

1. School Nurse Job Description
2. NURSING ACTIVITIES CALENDAR (sample guideline)
3. SCHOOL NURSE MATRIX (per number of days on site)
4. Monthly Report of School Nurse Activities for your site.
5. Input from other site administrators or Nursing and Wellness Program Manager
6. Samples of Stull Bill Objectives for probationary or permanent nurses

EXPECTATIONS FOR EACH EVALUATION ELEMENT ON SUMMARY EVALUATION REPORT:

**1. Provision of specialized support/services to pupils, parents, teachers, other site and district staff):**

1. Provides high quality and effective health services to students, staff, and families.
2. Works effectively and cooperatively with teachers, administrators and other staff to meet the health, developmental, and educational needs of students.
3. Communicates effectively in writing.
4. Communicates effectively orally.
5. Demonstrates adequate skill in observation, assessments, treatment and follow up of common student health problems.
6. Demonstrates appropriate knowledge of site, health office and district health and student services protocols and procedures.
7. Develops appropriate and comprehensive Individualizes School Health Plans for students with chronic health conditions requiring interventions during the school day, including adequate training of site staff assigned to assist these students.
8. Conducts adequate immunization program of record maintenance, follow up, administration of immunizations when needed, and exclusion when necessary.
9. Completes/facilitates completion of mandated student screening programs, including vision, hearing, scoliosis at specified grade levels and for new students, including follow up on any problems discovered.

10. Conducts other optional screening programs as appropriate and time allows, such as dental screening, growth screening, pediculosis screening and/or training of other qualified staff to do so.
11. Conducts a communicable disease prevention and intervention program according to health office and district procedures.
12. If appropriate (**two or more days on site**), conducts periodic tuberculosis screening for staff and parent volunteers.
13. Appropriately performs needed Specialized Physical Health Care Procedures and other daily health interventions for students as needed when on site. Arranges for and/or trains other nurses or site staff to perform necessary health procedures when appropriate.
14. Maintains confidentiality of student health information and records as appropriate, while sharing pertinent information with school staff on a “need to know” basis, according to district policy and procedure and state and federal laws.

**2. Provision of services/resources to school sites to support school, division, and district objectives.**

1. Conducts or arranges for mandatory staff inservice programs (blood borne pathogens, first aid, and Child Protective Services reporting) and serves as a resource to teachers, administrators, and other staff.
2. Demonstrates knowledge of systematic interventions for students at risk or experiencing health or developmental related academic difficulties.
3. Responds appropriately and in a timely manner to referrals for student health or developmental needs.
4. Participates in Student Study Teams, 504 Plan, and Individualized Education Plan assessments and plan development process for students with chronic health problems or disabilities that affect their educational process.
5. Serves as an appropriate resource to teachers, other staff, and parents regarding student health and developmental disabilities and services, including consultation and/or training in specific techniques or use of customized materials, equipment, and medical devices.
6. Completes and shares Monthly Report of Nursing Activities with site administrator on a regular basis (minimum of quarterly).
7. Participates as a team member or consultant in the development of comprehensive site plans, including emergency and disaster plans.
8. Collaborates with community members and agencies in the delivery of health and social services and utilizes the community health systems and resources as a school-community liaison.
9. Collaborates with other site and district staff in resolving health-related frequent student absences and makes appropriate referrals to district programs and community agencies.
10. Communicates adequately with site administrator and/or office staff any absences that require coverage of health office needs.

**3. Performance of supervisory and advisory duties as may be prescribed by appropriate supervisor.**

1. Provides appropriate training, supervision and monitoring of health assistants, office staff, special education technicians, or other appropriate staff in first aid techniques and care of ill students, assisting students with medications, health care procedures, immunization record evaluation and recording, health record maintenance, and other duties as appropriate to job descriptions and site needs and resources.
2. Collaborates with site administrator and other staff in creating and maintaining a safe and healthy environment for students.

**4e. Performance of non-instructional duties and responsibilities.**

1. Follows district policies, procedures, and rules regarding attendance, days and time on site, attendance at required meetings, absence reporting procedures, leave accounting procedures, and completing required district, site or program reports.
2. Provides updates, reports, and other pertinent information to site and program administrative personnel on a timely and consistent basis.
3. Attend scheduled required site and program staff development meetings on a timely and consistent basis.
4. Contribute to staff development or inservice programs as is pertains to health emotional, and developmental concerns of students or staff .

**4f. Achievement of stated objectives.**

1. Completes planned objectives in a comprehensive and timely manner, providing adequate documentation of how they were achieved.
2. Completes objectives appropriate to expected level based on probationary (less experienced) versus permanent (more experienced) status and time in the district.

## **GUIDELINES FOR SCHOOL NURSE STULL BILL OBJECTIVES**

### NEW PROBATIONARY NURSE (FIRST TWO YEARS)

1. Completing \_\_\_% mandated vision or scoliosis screening at appropriate grade levels.
2. Completing staff first aide, Blood Borne Pathogens, CPS inservice trainings for \_\_\_% of staff.
3. Having \_\_\_% of students with complete immunization status by certain date.
4. Having \_\_\_% of first grade students with complete CHDP exams by December 20XX.
5. Completing \_\_\_ units of School Nurse Credential program.
6. Completing \_\_\_ continuing education units/hours in school health related subjects.
7. Providing \_\_\_ classroom presentations on health subjects (such as nutrition, dental health, 5<sup>th</sup> grade girls menstruation, other)
8. Participating in \_\_\_ (# or %) of SST meetings
9. Completing 8 of 10 Monthly Nursing Reports
10. Attending district-required computer programs by certain date (i.e. ZANGLE, ENCORE, OUTLOOK)

### EXPERIENCED PERMANENT NURSE

Some of above may still apply, but some objectives should be above and beyond routine and mandated services. Other ideas:

1. Creating \_\_\_(# ) Individualized School Health Plans (ISHP) or 504 Plans (Health Component) for students with chronic health problems.
2. Providing staff training or inservice on other topics.
3. Contacting new community agencies that provide health and social services to children and families.
4. Creating a new data base program and/or reports of student health information.
5. Attending district or non-district computer programs to enhance skills (word processing, Excel, Power Point, etc.)
6. Take additional college courses beyond credential requirements (masters, nurse practitioner, Spanish, computer, other certifications)
7. Attend professional school nursing workshops/conferences.
8. Participate as a committee member, chair, board member on school nursing organization
9. Develop or assist other school nurses to develop new nursing protocols, guidelines, health handouts, procedures.
10. Write notices for site staff or parent newsletter
11. Teach or arrange for CPR training for staff and/or students
12. Coordinate and plan a school health fair.
13. Arrange for a school blood drive.
14. Set up a student or staff exercise and/or nutrition program
15. Set up student support groups or clubs.
16. Teach health lessons on a regular basis
17. Participate on the school nurse governance team
18. Complete school nurse credential program and submit application for clear credential
19. Complete Professional Growth Plan for credential renewal process.
20. Participate on site staff committees, governance team, SSC
21. Hold parent training meetings
22. Participate in Open House, including a presentation or helping to plan and organize activities.
23. Become a sports team coach or club sponsor.
24. Provide screening services for students beyond mandates (scoliosis for younger girls, dental screening, physical exams or sports physicals if nurse practitioner)
25. Serve as a buddy nurse for a new nurse, satellite immunization nurse, cluster team leader, preceptor for nursing students.





# SECTION 6

## EVALUATION CHECKLISTS

2014 - 2015 School Year



**SAN DIEGO UNIFIED SCHOOL DISTRICT  
2014-15 SCHOOL YEAR  
ON-SCHEDULE PERFORMANCE EVALUATION  
PROGRESS CHECK AND REMEDIATION PLAN CHECKLIST**

EVENT	TIMELINE	ARTICLE	DATE(S)
<b>1. <u>Pre-Evaluation Staff Meeting</u></b> To review evaluation procedures and distribute/explain/review documents	During the first four weeks of pupil attendance	Art. 14.6.1.1	Sept. 2-Sept 29, 2014
<b>2. <u>Pre-Evaluation Individual</u></b> Teacher conference to discuss objectives and criteria for evaluation	No later than thirty-five calendar days from beginning of school year/assignment	Art. 14.6.1.2	October 6, 2014
<b>3. <u>Teacher Prepares/Submits Objectives</u></b>	Within ten workdays of pre-evaluation individual teacher conference	Art. 14.6.1.3	No later than Oct. 20, 2014
<b>4. <u>Evaluator Approves/Disapproves Objectives</u></b> (If not approved, implement procedure in Art. 14.4)	Within ten workdays of receipt of objectives	Art. 14.6.1.3	No later than Nov. 3, 2014
<b>5. <u>Evaluator Conducts Formal Observations</u></b> <ul style="list-style-type: none"> <li>• Evaluator provides notice of observation, observation method, and observer (if applicable)</li> <li>• Teacher provides evaluator brief outline of lesson and assessment method</li> <li>• Written statement concerning the observation</li> </ul>	During School Year           Within a reasonable period of time after observation (approximately ten workdays)	Art. 14.6.2	
<b>6. <u>Progress Check and Remediation Plan</u></b>	<ul style="list-style-type: none"> <li>• Whenever evaluator determines any aspects of teacher's performance may be less than satisfactory</li> <li>• Must take place at least 50 work days prior to the date of final evaluation</li> </ul>	Art. 14.6.3	<u>Prob. II &amp; Intern, Intern I &amp; II/PIP/STP/ Prob. SNT</u> TRAD-No later than Nov. 18, 2014 YR-No later than Nov 3, 2014  <u>Perm/Prob I /Leave Replacements</u> TRAD-No later than Feb. 10, 2015 YR No later than Feb. 5, 2015

<p><b>7. <u>Summary Evaluation Draft</u></b></p>	<p><u>Probationary II/&amp; Intern, Intern I &amp; II/ Emergency/ PBCert/Prob:</u> On or before third Friday in February</p> <p><u>Permanent, Probationary I/ Leave Replacement:</u> On before last workday in April for traditional</p>		<p><u>Prob II/&amp; Intern, Intern I &amp; II/ PIP/STP/ PBCert/Prob</u> No later than Feb. 20, 2015</p> <p><u>Perm/Prob I/ Leave Replacement</u> TRAD/YR- No later than April 30, 2015 YR- No later than May 15, 2015</p>
<p><b>8. <u>Summary Evaluation Report with Evaluation Worksheets and Performance Evaluation Addendum (if any) and Conference</u></b></p>	<p><u>Probationary II:</u> On or before third Friday in February</p> <p><u>Permanent, Probationary I/ Leave Replacement:</u> On before last workday in April for traditional</p>		<p><u>Prob II/&amp; Intern, Intern I &amp; II/ PIP/STP/ Prob. SNT</u> No later than Feb. 20, 2015</p> <p><u>Perm/Prob I/ Leave Replacement</u> TRAD- No later than April 30, 2015 YR- No later than May 15, 2015</p>
<p><b>9. <u>Final Evaluation Report</u></b></p>	<p>Not later than 30 days calendar days prior to last day of school</p>		<p>TRAD-No later than May 15, 2015</p> <p>YR- No later than June 19, 2015</p>

- **Teacher who commences work after the start of school: Contact HR**
- **Probationary II-recommendation to HR for Non-reelect: January 23, 2015**  
**Intern, Intern I & II/ PIP/STP/Prob. SNT- recommendation to HR not to re-hire: April 21, 2015**

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

**(REGULAR) SPECIAL EVALUATION CHECKLIST**

<b>EVENT</b>	<b>TIMELINE</b>	<b>ARTICLE</b>	<b>DATE(S)</b>
1. <b><u>Pre-Evaluation Staff Meeting</u></b>	During the first four (4) weeks of pupil attendance (Evaluator initiates)	Art. 14.8.6.1	Sept. 29, 2014
2. <b><u>Counseling and Assistance Plan</u></b>	See above-consultation and mutual agreement reached on counseling and assistance plan during pre-evaluation conference and evaluator develops written plan	Art. 14.8.6.1 Art. 14.8.5	
3. <b><u>Objectives/Evaluation Worksheet</u></b>	Within fifteen (15) calendar days after the pre-evaluation conference	Art. 14.8.6.1	Oct. 20, 2014
4. <b><u>Evaluator Conducts Formal Observations</u></b>	During School Year	Art. 14.6.2	
5. <b><u>Progress Check Conference</u></b>	On or before third Friday in December	Art. 14.8.6.2	Dec. 19, 2014
6. <b><u>Evaluator Conducts Formal Observation</u></b>	During School Year	Art. 14.6.2	
7. <b><u>Summary Evaluation Report with Evaluation Worksheets and Performance Evaluation Addendum and Summary Evaluation Conference</u></b>	Probationary: On or before February 15  Permanent: Within thirty (30) calendar days before last school day	Art. 14.8.6.3	

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

**EXPEDITED SPECIAL EVALUATION CHECKLIST**

EVENT	TIMELINE	ARTICLE	DATE(S)
1. <u>Notice of Performance Deficiency Conference with Written Memorandum of Summary</u> (that deficiency has occurred and expedited special evaluation is possible if performance not improved)	Must take place before placing teacher on expedited special evaluation	<b>Art. 14.8.7</b>	<b>Prior to April 1<sup>st</sup> (Trad)</b> <b>Prior to May (YR)</b>
2. <u>Placement on Expedited Special Evaluation</u>	<ul style="list-style-type: none"> <li>• If performance has not improved within a reasonable period of time after noticed of performance deficiency/ possibility of expedited special evaluation</li> <li>• Will occur in accordance with the provisions of the required special evaluation process (Article 14.8.6.) and shall require a minimum timeframe of fifty (50) work days during which time a pre-evaluation conference, progress check and summary evaluation conference must occur.</li> </ul>	<b>Art. 14.8.7</b> <b>Art. 14.8.6</b>	<b>No later than April 6<sup>th</sup> (Trad)</b> <b>No later than May 11<sup>th</sup> (YR)</b>
3. <u>Expedited Special Evaluation</u>	All occur in sequential order with a minimum timeframe of fifty (50) work days	<b>Art. 14.8.7</b>	
a. Pre-Evaluation Conference	↓	<b>Art. 14.8.7</b> <b>Art.14.8.6.1</b>	
b. Counseling & Assistance Plan	↓	<b>Art. 14.8.7</b> <b>Art.14.8.6.1</b>	
c. Objectives/Evaluation Worksheets	↓	<b>Art. 14.8.7</b> <b>Art. 14.8.5</b>	
d. Evaluator conducts Formal Observations	↓	<b>Art. 14.8.7</b> <b>Art.14.8.6.1</b>	
e. Progress Check Conference --Conference	↓	<b>Art. 14.6.2</b>	
--Mid-year evaluation report	↓		
(if progress satisfactory, special evaluation terminated/if desired improvement not achieved, expedited special evaluation continues)	↓	<b>Art. 14.8.7</b> <b>Art.14.8.6.2</b>	
f. Evaluator Conducts Formal Observations	↓	<b>Art. 14.6.2</b>	
g. Summary Evaluation report with Evaluation Worksheets and Performance Evaluation Addendum and Summary Evaluation Conference	<b>Within thirty (30) calendar days before last school day</b>	<b>Art. 14.8.7</b> <b>Art.14.8.6.3</b>	





# SECTION 7

## ON-SCHEDULE EVALUATION

2014 - 2015 School Year



**SAMPLE ONLY**

[TO BE TYPED ON SCHOOL LETTERHEAD]

**TO BE USED FOR REGULAR ON-SCHEDULE EVALUATION**

TO: All Classroom Teachers and Other Certificated Staff

FROM: [Name of Evaluator to be inserted]

DATE: [To be inserted]

SUBJECT: **INDIVIDUAL EVALUATION MEETING**

You are scheduled for an evaluation this year. Consistent with Article 14.6., as your evaluator, I have scheduled an individual evaluation meeting for **[insert time]** on **[insert day of the week and date]**.

Please be prepared to discuss the objectives and criteria upon which you will be evaluated and the assessments techniques to be utilized to determine the degree of your achievement of those objectives and criteria. You may wish to bring a draft of your ideas for objectives to the meeting. You will be required to prepare and submit to your evaluator, a written copy of the objectives, criteria, and assessment techniques-Part A, B, and C of the evaluation worksheets within ten (10) work days of the individual evaluation meeting.

I look forward to meeting with you. Please see me if you have any questions about any of the information contained in this memorandum.



# EVALUATION WORKSHEET

## SAN DIEGO UNIFIED SCHOOL DISTRICT

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Instructions: Use separate form for each objective. Evaluatee completes parts A, B, and C and forwards both copies of forms to evaluator. After review, evaluator signs and returns one copy to evaluatee. Prior to final evaluation conference, evaluatee completes part D for each objective. Evaluator and evaluatee review and sign worksheets when Summary Evaluation Report is completed. Retain worksheets at school or department location.

---

NAME Tanya Teacher	SCHOOL OR DEPARTMENT For Kids Elementary
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A. Objective and Standards.

To establish and maintain a suitable learning environment for the students in the classroom by:

1. Clearly communicating and reminding students of the posted classroom rules on a regular periodic basis, and at other times, as appropriate and needed.
  2. Consistently enforcing the posted classroom rules.
  3. Establishing and consistently enforcing a classroom discipline plan, including consequences for negative behavior and rewards for positive behavior.
  4. Consistently communication and working with parents to address repeatedly disruptive student behavior.
  5. Controlling unfocused, disruptive and off-task behavior and noise in the classroom so that instruction and learning can take place.
- 

B. Assessment Techniques.

Observation by evaluator.

---

C. Support Requirements (constraints)

Evaluator will provide support by observing classroom teaching and environment and providing feedback to Evaluatee.

---

D. Degree of Achievement.

Evaluatee:

I believe I have completed this objective.

Evaluator:

Ms. Teacher did not achieve this objective.

---

Parts A, B, and C

\_\_\_\_\_  
Evaluatee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

Part D

\_\_\_\_\_  
Evaluatee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

I certify that this report has been discussed with me. I understand my signature does not necessarily indicate agreement. A copy of this Evaluation Worksheet and all attached documents will be placed in your personnel file after ten (10) working days. You may prepare a response and have the response attached to this document.

**SUMMARY EVALUATION REPORT**

**CLASSROOM TEACHERS**

Reference: Collective Bargaining Agreement, Article 14

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

Employee Name	Employee ID Number	School/Location Name	Cost Center
Title Subject Area or Grade Level	Employee Status	<input type="checkbox"/> Regular Evaluation Year <input type="checkbox"/> Regular Evaluation Year (Progress Check and Remediation Plan)	<input type="checkbox"/> Special Evaluation

**SECTION I: EVALUATION COMPONENTS**

If any of the evaluation components are marked "Unsatisfactory" or "Requires Improvement," the requirements of section 14.6.3 (Progress Check and Remediation Plan) and/or 14.8.5 (Counseling and Assistance Plan) must be met, and a Performance Evaluation Addendum must be completed.

Unsatisfactory	Requires Improvement	Effective	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Progress of students toward established standards.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Instructional techniques and strategies.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Adherence to curricular objectives.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Establishment and maintenance of a suitable learning environment.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Performance of non-instructional duties and responsibilities.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Achievement of stated objectives.

**SECTION II: COMMENTS BY EVALUATOR:**

**SECTION III: COMPOSITE EVALUATION:** If any of the evaluation components are marked "Unsatisfactory" or "Requires Improvement," the requirements of section 14.6.3 (Progress Check and Remediation Plan) and/or 14.8.5 (Counseling and Assistance Plan) must be met, and a Performance Evaluation Addendum must be completed.

Unsatisfactory  Requires Improvement  Effective

**SECTION IV: COMMENTS BY EVALUATEE:** Evaluatee may also attach additional written response  
 If additional comments are attached check here

<b>EVALUATOR &amp; SUPERVISOR</b>  _____ Signature  _____ Title  _____ Date	<b>EVALUATEE</b> I certify that this report has been discussed with me. I understand my signature does not necessarily indicate agreement. A copy of this Summary Evaluation Report and all attached documents will be placed in your personnel file after ten (10) working days. You prepare may a response and have the response attached to this document.  _____ Signature _____ Date	<b>REVIEWER</b>  _____ Signature  _____ Title  _____ Date
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**PERFORMANCE EVALUATION ADDENDUM**  
**SAN DIEGO UNIFIED SCHOOL DISTRICT**

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Instructions: This form MUST be completed when elements of Section I and/or Section III of the Summary Evaluation Report contain an "Unsatisfactory" or "Requires Improvement" evaluation. The Addendum should be attached to the evaluatee's and supervisor's copy of the Summary Evaluation Report.

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Employee Name	Employee ID#	Location Name
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Describe areas of performance considered unsatisfactory or requiring improvement.

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Describe specific assistance provided (include dates).

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Describe results of assistance (include dates).

EVALUATOR & SUPERVISOR

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

EVALUATEE

I certify that this report has been discussed with me.  
 I understand my signature does not necessarily indicate agreement. A copy of this Summary Evaluation Report and all attached documents will be placed in your personnel file after ten (10) working days. You prepare may a response and have the response attached to this document.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

REVIEWER

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

# EVALUATION WORKSHEET

## SAN DIEGO UNIFIED SCHOOL DISTRICT

Instructions: Use separate form for each objective. Evaluatee completes parts A, B, and C and forwards both copies of forms to evaluator. After review and/or the final decision on objectives, evaluator and evaluatee sign and return one copy to evaluatee (Article 14, Sections 14.3.2, 14.4 and 14.8.6.1). Prior to final evaluation conference, evaluatee completes part D for each objective. Evaluator and evaluatee review and sign worksheets when Summary Evaluation Report is completed. Worksheets will be placed in personnel file either at district or site location.

A. Objectives and Standards:

B. Assessment Techniques:

C. Support Requirements and/or Constraints:

D. Degree of Achievement:  
Evaluatee:

D. Degree of Achievement:  
Evaluator:

Parts A, B, and C

Part D

\_\_\_\_\_  
Evaluatee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluatee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

I certify that this report has been discussed with me. I understand my signature does not necessarily indicate agreement. A copy of this Summary Evaluation Report and all attached documents will be placed in your personnel file after ten (10) working days. I may prepare a response and have the response attached to this document.

## **SAMPLE ONLY**

[TO BE TYPED ON SCHOOL LETTERHEAD]

MEMO TO: [Name of certificated employee to be inserted]

FROM: [Name of evaluator to be inserted]

DATE: [To be inserted]

SUBJECT: **PROGRESS CHECK AND REMEDIATION PLAN**

As your evaluator, I have determined that aspects of your performance evaluation may be less than satisfactory. Consistent with this determination, I scheduled a conference to discuss your progress in the areas where satisfactory progress is not being made. Pursuant to Section 14.6.3. of the collective negotiations contract, I have developed a remediation plan that identifies: (1) the specific areas where improved performance is necessary; (2) resources to be made available to assist you; (3) my role, as your evaluator, in assisting you to achieve improved performance; and (4) a timeline for monitoring your performance. I have also identified specific concerns in the areas where improved performance is necessary. It is my hope that your performance will improve in the identified specific areas where improved performance is necessary.

The following is the remediation plan that I have developed:

1. The specific areas where improved performance is necessary are:
  - Progress of students toward established standards;
  - Instructional techniques and strategies;
  - Establishment and maintenance of a suitable learning environment; and
  - Achievement of stated objectives.
2. The specific concerns in the above areas, which you must address and improve, include the following:
  - a. Progress of students toward established standards:
    - Student comprehension is not assessed during instruction; and
    - Review of student work, student questions, and student discussion, reflects that students are not learning many concepts being taught.
  - b. Instructional techniques and strategies:
    - Instructional techniques and strategies are not effective;
    - Various components of the literacy program are not being effectively implemented, including reading aloud, independent reading, word study, observation and assessment, shared reading, guided reading, modeled writing, shared writing, guided writing and independent writing;
    - Instruction is not purposeful;
    - The purpose of the instruction is not clearly identified and the components of the lesson do not consistently relate to and support a particular purpose;
    - Instruction is not connected to and does not consistently build upon prior learning;
    - Skills and concepts being taught are not effectively modeled;
    - There is not a variety of teaching techniques and strategies to address the different learning modalities;

- Instruction is not based on student need;
  - Teacher does not check for student understanding;
  - Instruction is not accommodated based on student assessment;
  - The concepts being taught are not clearly explained;
  - Teacher's questions do not probe and encourage student thought;
  - The instructional techniques and strategies do not engage students;
  - The instructional techniques and strategies do not accommodate a range of student performance;
  - The instructional techniques and strategies do not result in student engagement and participation;
  - The instructional techniques and strategies do not promote student progress toward established standards;
  - The skills and concepts being taught are not consistently reinforced and emphasized;
  - Effective closure is not provided for each lesson;
  - Visual aids are not effectively used to support instruction;
  - Teacher's instructions are not clear and easily implemented by the students;
  - Transitions between various lessons and components of various lessons are not well organized, well planned or well implemented;
  - Students are not effectively paired and grouped for small group activities; and
  - Techniques and strategies do not reflect implementation of information presented during staff development training.
- c. Establishment and maintenance of a suitable learning environment;
- Classroom rules are not clearly defined;
  - Classroom rules are not consistently enforced;
  - There is not an effective classroom discipline plan;
  - Students do not demonstrate understanding of the classroom discipline plan;
  - The classroom discipline plan is not consistently enforced when students violate classroom rules or engage in other behavior that requires consequences;
  - There is not a print rich environment in the classroom;
  - The classroom environment is not student centered;
  - The classroom environment is not safe, organized or clean;
  - The books in the classroom library are not appropriately leveled;
  - The desks, computers, and other furniture and instructional materials are not organized in an effective manner that supports instruction;
  - Students are not focused and engaged during classroom instruction; and
  - Students frequently are not respectful towards the teacher, each other and school materials and property.
- d. Achievement of stated objectives:
- Objective no.1 (one) requiring that a DRA assessment of each student be conducted and recorded once a month and that each student's book bag reflects his/her DRA assessment, has not been met.

3. The following resources will be made available to assist you to improve your performance:

- Staff development training at the school-site;
- Release time to visit another first grade classroom and to observe effective classroom management and effective instructional techniques and strategies;
- The peer coach/staff developer will teach a demonstration literacy lesson in your classroom and will meet with you afterwards to discuss the lesson;
- District provided staff development training; and
- Release time to attend a seminar on Effective Discipline Strategies at the Marina Marriott on [Insert Date].

4. The following is the evaluator's (my) role in assisting you in achieving improved performance:

- I will observe your classroom teaching;
- I will provide you with written and verbal feedback regarding my observations of your classroom teaching;
- I will coordinate some of the above-identified resources to be made available to you;
- I will provide you with the book *Effective Literacy Instruction* and request that you meet with me to discuss the book and applying its strategies to literacy instruction in your classroom; and
- I will be available to answer questions and to discuss issues related to classroom instruction and the assistance being provided to you.

5. The timeline for monitoring your performance is that classroom observations will be conducted during the school year and you will be provided with a copy of your final evaluation not later than thirty calendar days prior to the last day of the school calendar pursuant to Section 14.6.4.2. of the collective negotiations contract.

Your performance in the areas identified above must improve so that effective teaching and learning will occur and so all students consistently receive the full benefit of education at For-Kids Elementary School. Please advise me promptly if you have any suggestions for assistance other than assistance already reflected in this document.

Receipt of this memorandum is acknowledged. A copy of this memorandum will be placed in your personnel file after ten calendar days. You may prepare a response and have the response attached to this document.

---

(Signature)

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(Date)



# SECTION 8

## SPECIAL EVALUATION

2014 - 2015 School Year





**SAMPLE ONLY**  
**TO BE USED FOR SPECIAL EVALUATION**  
**[TO BE TYPED ON SCHOOL LETTERHEAD]**

TO: [Name of Classroom Teacher/ Other Certificated Staff To Be Inserted]

FROM: [Name of Evaluator To Be Inserted]

DATE: [To Be Inserted]

SUBJECT: **PRE-EVALUATION CONFERENCE**

You will be on special evaluation this year. Consistent with Article 14.8.6., as your evaluator, I have initiated a pre-evaluation conference, to be held at [insert time] on [insert date]. At the pre-evaluation conference, I will advise you of the exact areas of performance which require improvement and we will consult regarding several issues, including (1) objectives; (2) standards for effective performance; (3) assessment techniques; (4) timelines; and (5) support requirements and constraints to be included on the evaluation worksheets. Consistent with Article 14.8.5., I will develop a written counseling and assistance plan. An evaluation worksheet should be completed within fifteen (15) calendar days after the pre-evaluation conference.

I look forward to meeting with you. Please see me if you have any questions about any of the information contained in this memorandum.

## **SAMPLE ONLY**

[TO BE TYPED ON SCHOOL LETTERHEAD]

MEMO TO: [Name of certificated employee to be inserted]

FROM: [Name of evaluator to be inserted]

DATE: [To be inserted]

SUBJECT: **SPECIAL EVALUATION [insert school year] SCHOOL YEAR**

In accordance with Section 14.8., of the collective negotiations contract you are on special evaluation this school year. Also in accordance with Section 14.8., as your evaluator, I have developed a counseling and assistance plan that identifies (1) the specific areas where improved performance is necessary; (2) resources to be made available to assist you; (3) my role, as your evaluator, in assisting you to achieve improved performance; (4) a timeline for monitoring your performance, including written updates on your progress; and (5) constraints, if any. I have also identified specific concerns in the areas where improved performance is necessary. It is my hope that your performance will improve in the identified specific areas where improved performance is necessary.

The following is the counseling and assistance plan:

1. The specific areas where improved performance is necessary are:
  - Progress of students toward established standards;
  - Instructional techniques and strategies;
  - Establishment and maintenance of a suitable learning environment; and
  - Achievement of stated objectives.
2. The specific concerns in the above areas, which you must address and improve, include the following:
  - a. Progress of students toward established standards:
    - Student comprehension is not assessed during instruction; and
    - Review of student work, student questions and student discussion reflects that students do not understand many concepts being taught.
  - b. Instructional techniques and strategies:
    - Instructional techniques and strategies are not effective;
    - Various components of the literacy program are not being effectively implemented, including reading aloud, independent reading, word study, observation and assessment, shared reading, guided reading, modeled writing, shared writing, guided writing and independent writing;
    - Instruction is not purposeful;
    - The purpose of the instruction is not clearly identified and the components of the lesson do not consistently relate to and support a particular purpose;
    - Instruction is not connected to and does not consistently build upon prior learning;
    - Skills and concepts being taught are not effectively modeled;
    - There is not a variety of teaching techniques and strategies to address the different learning modalities;
    - Instruction is not based on student need;

- Teacher does not check for student understanding;
- Instruction is not accommodated based on student assessment;
- The concepts being taught are not clearly explained;
- Teacher's questions do not probe and encourage student thought;
- The instructional techniques and strategies do not engage students;
- The instructional techniques and strategies do not accommodate a range of student performance;
- The instructional techniques and strategies do not result in student engagement and participation;
- The instructional techniques and strategies do not promote student progress toward established standards;
- The skills and concepts being taught are not consistently reinforced and emphasized;
- Effective closure is not provided for each lesson;
- Visual aids are not effectively used to support instruction;
- Teacher's instructions are not clear and easily implemented by the students;
- Transitions between various lessons and components of various lessons are not well organized, well planned or well implemented;
- Students are not effectively paired and grouped for small group activities; and
- Techniques and strategies do not reflect implementation of information presented during staff development training.

c. Establishment and maintenance of a suitable learning environment:

- Classroom rules are not clearly defined;
- Classroom rules are not consistently enforced;
- There is not an effective classroom discipline plan;
- Students do not demonstrate understanding of the classroom discipline plan;
- The classroom discipline plan is not consistently enforced when students violate classroom rules or engage in other behavior that requires consequences;
- The classroom environment is not print rich;
- The classroom environment is not student centered;
- The classroom environment is not safe, organized or clean;
- The books in the classroom library are not appropriately leveled;
- The desks, computers, and other furniture and instructional materials are not organized in an effective manner that supports instruction;
- Students are not focused and engaged during classroom instruction;
- Students frequently are not respectful toward the teacher, each other and school materials and property.

d. Achievement of stated objectives:

- Objective number 1(one) requiring that a DRA assessment of each student be conducted and recorded once a month and that each student's book bag reflects his/her DRA assessment, has not been met.

3. The following resources will be made available to assist you to improve your performance:

- Staff development training at the school-site;
- Release time to visit another first grade classroom and to observe effective classroom management and effective instructional techniques and strategies;
- The resource teacher developer will teach a demonstration literacy lesson in your classroom and will meet with you afterwards to discuss the lesson;
- District provided staff development training;
- Release time to attend a seminar on Effective Discipline Strategies at the Marina Marriott on [INSERT DATE].

4. The following is the evaluator's (my) role in assisting you in achieving improved performance:

- I will observe your classroom teaching;
- I will provide you with written and verbal feedback regarding my observations of your classroom teaching;
- I will coordinate some of the above-identified resources to be made available to you;
- I will provide you with the book *Effective Literacy Instruction* and request that you meet with me to discuss the book and applying its strategies to literacy instruction in your classroom;
- I will be available to answer questions and to discuss issues related to classroom instruction and the assistance being provided to you.

5. The timeline for monitoring your performance is that classroom observations will be conducted during the school year and a progress check conference will be initiated on or before the third Friday in December and you will be provided with a mid-year evaluation report. If progress has been satisfactory, the special evaluation will be terminated. If the desired improvement has not been achieved, the special evaluation process will continue and you will be provided with a copy of your final evaluation in accordance with the timelines in Section 14.8.6. of the collective negotiations contract – within thirty calendar days before the last school day for permanent teachers and [INSERT DATE] for probationary teachers.

6. Any constraints are included in the evaluation worksheets.

Your performance in the areas identified above must improve so that effective teaching and learning will occur and so all students consistently receive the full benefit of education at For Kids Elementary School. Please advise me promptly if you have any suggestions for assistance other than assistance already reflected in this document.

Receipt of this memorandum is acknowledged. A copy of this memorandum will be placed in your personnel file after ten calendar days. You may prepare a response and have the response attached to this document.

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(Signature)

---

(Date)



# SECTION 9

## EXPEDITED SPECIAL EVALUATION

2014 - 2015 School Year



**SAMPLE ONLY**

[TO BE TYPED ON SCHOOL LETTERHEAD]

MEMO TO: [Name of certificated employee to be inserted]

FROM: [Name of evaluator to be inserted]

DATE: [To be inserted]

SUBJECT: **PERFORMANCE DEFICIENCY CONFERENCE**

In accordance with Section 14.8.7. of the collective negotiations contract, I am notifying you that there are deficiencies in your performance and that an expedited special evaluation is possible if your performance has not improved within a reasonable period of time.

The four areas in which there are deficiencies and improvement is needed, are the following:

- Progress of students toward established standards;
- Instructional techniques and strategies;
- Establishment and maintenance of a suitable learning environment;
- Achievement of stated objectives.

With respect to each of these areas, the deficiencies I have observed include the following:

Progress of students toward established standards:

- Student comprehension is not assessed during instruction; and
- Review of student work, student questions, and student discussion reflects that students do not understand many concepts being taught.

Instructional techniques and strategies:

- Instructional techniques and strategies are not effective;
- Various components of the literacy program are not being effectively implemented, including reading aloud, independent reading, word study, observation and assessment, shared reading, guided reading, modeled writing, shared writing, guided writing and independent writing;
- Instruction is not purposeful;
- The purpose of the instruction is not clearly identified and the components of the lesson do not consistently relate to and support a particular purpose;
- Instruction is not connected to and does not consistently build upon prior learning;
- Skills and concepts being taught are not effectively modeled;
- There is not a variety of teaching techniques and strategies to address the different learning modalities;
- Instruction is not based on student need;
- Teacher does not check for student understanding;
- Instruction is not accommodated based on student assessment;
- The concepts being taught are not clearly explained;
- Teacher's questions do not probe and encourage student thought;
- The instructional techniques and strategies do not engage students;
- The instructional techniques and strategies do not accommodate a range of student performance;

- The instructional techniques and strategies do not result in student engagement and participation;
- The instructional techniques and strategies do not promote student progress toward established standards;
- The skills and concepts being taught are not consistently reinforced and emphasized;
- Effective closure is not provided for each lesson;
- Visual aids are not effectively used to support instruction;
- Teacher's instructions are not clear and easily implemented by the students;
- Transitions between various lessons and components of various lessons are not well organized, well planned or well implemented;
- Students are not effectively paired and grouped for small group activities; and
- Techniques and strategies do not reflect implementation of information presented during staff development training.

Establishment and maintenance of a suitable learning environment:

- Classroom rules are not clearly defined;
- Classroom rules are not consistently enforced;
- There is not an effective classroom discipline plan;
- Students do not demonstrate understanding of the classroom discipline plan;
- The classroom discipline plan is not consistently enforced when students violate classroom rules or engage in other behavior that requires consequences;
- The classroom environment is not print rich;
- The classroom environment is not student centered;
- The classroom environment is not safe, organized or clean;
- The books in the classroom library are not appropriately leveled;
- The desks, computers, and other furniture and instructional materials are not organized in an effective manner that supports instruction;
- Students are not focused and engaged during classroom instruction; and
- Students frequently are not respectful towards the teacher, each other and school materials and property.

Achievement of stated objectives:

- Objective no. 1 (one) requiring that a DRA assessment of each student be conducted and recorded once a month and that each student's book bag reflects his/her DRA assessment, has not been met.

It is my hope that you will correct the identified deficiencies.

Receipt of this memorandum is acknowledged. A copy of this memorandum will be placed in your personnel file after ten calendar days. You may prepare a response and have the response attached to this document.

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(Signature)

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(Date)

## **SAMPLE ONLY**

[TO BE TYPED ON SCHOOL LETTERHEAD]

MEMO TO: [Name of certificated employee to be inserted]

FROM: [Name of evaluator to be inserted]

DATE: [To be inserted]

SUBJECT: **EXPEDITED SPECIAL EVALUATION [insert school year] SCHOOL YEAR**

In accordance with Section 14.8.7. of the collective negotiations contract you are being placed on an expedited special evaluation. At a previous conference and in a prior written memorandum, you were informed of performance deficiencies and told that you may be placed on an expedited special evaluation if your performance did not improve in the identified areas within a reasonable period of time. Your performance in the identified areas remains deficient.

In accordance with Section 14.8. of the collective negotiations contract, as your evaluator, I have developed a counseling and assistance plan that identifies (1) the specific areas where improved performance is necessary; (2) resources to be made available to assist you; (3) my role, as your evaluator, in assisting you to achieve improved performance; (4) a timeline for monitoring your performance, including written updates on your progress; and (5) constraints, if any. I have also identified specific concerns in the areas where improved performance is necessary. It is my hope that your performance will improve in the identified specific areas where improved performance is necessary.

The following is the counseling and assistance plan:

1. The specific areas where improved performance is necessary are:
  - Progress of students toward established standards;
  - Instructional techniques and strategies;
  - Establishment and maintenance of a suitable learning environment;
  - Achievement of stated objectives.
2. The specific concerns in the above areas, which you must address and improve include the following:
  - a. Progress of students toward established standards:
    - Student comprehension is not assessed during instruction;
    - Review of student work, student questions, and student discussion, reflects that students do not understand many concepts being taught.
  - b. Instructional techniques and strategies:
    - Instructional techniques and strategies are not effective;
    - Various components of the literacy program are not being effectively implemented, including reading aloud, independent reading, word study, observation and assessment, shared reading, guided reading, modeled writing, shared writing, guided writing and independent writing;
    - Instruction is not purposeful;
    - The purpose of the instruction is not clearly identified and the components of the lesson do not consistently relate to and support a particular purpose;
    - Instruction is not connected to and does not consistently build upon prior learning;



- Skills and concepts being taught are not effectively modeled;
- There is not a variety of teaching techniques and strategies to address the different learning modalities;
- Instruction is not based on student need;
- Teacher does not check for student understanding;
- Instruction is not accommodated based on student assessment;
- The concepts being taught are not clearly explained;
- Teacher's questions do not probe and encourage student thought;
- The instructional techniques and strategies do not engage students;
- The instructional techniques and strategies do not accommodate a range of student performance;
- The instructional techniques and strategies do not result in student engagement and participation;
- The instructional techniques and strategies do not promote student progress toward established standards;
- The skills and concepts being taught are not consistently reinforced and emphasized;
- Effective closure is not provided for each lesson;
- Visual aids are not effectively used to support instruction;
- Teacher's instructions are not clear and easily implemented by the students;
- Transitions between various lessons and components of various lessons are not well organized, well planned or well implemented;
- Students are not effectively paired and grouped for small group activities; and
- Techniques and strategies do not reflect implementation of information presented during staff development training.

c. Establishment and maintenance of a suitable learning environment:

- Classroom rules are not clearly defined;
- Classroom rules are not consistently enforced;
- There is not an effective classroom discipline plan;
- Students do not demonstrate understanding of the classroom discipline plan;
- The classroom discipline plan is not consistently enforced when students violate classroom rules or engage in other behavior that requires consequences;
- The classroom environment is not print rich;
- The classroom environment is not student centered;
- The classroom environment is not safe, organized or clean;
- The books in the classroom library are not appropriately leveled;
- The desks, computers, and other furniture and instructional materials are not organized in an effective manner that supports instruction;
- Students are not focused and engaged during classroom instruction; and
- Students frequently are not respectful towards the teacher, each other and school materials and property.

d. Achievement of stated objectives:

- Objective number 1 (one) requiring that a DRA assessment of each student be conducted and recorded once a month and that each student's book bag reflects his/her DRA assessment, has not been met.

3. The following resources will be made available to assist you to improve your performance:

- Staff development training at the school site;
- Release time to visit another first grade classroom and to observe effective classroom management and effective instructional techniques and strategies;
- The site staff developer will teach a demonstration literacy lesson in your classroom and will meet with you afterwards to discuss the lesson;
- District provided staff development training; and
- Release time to attend a seminar on Effective Discipline Strategies at the Marina Marriott on [INSERT DATE].

4. The following is the evaluator's (my) role in assisting you in achieving improved performance:

- I will observe your classroom teaching;
- I will provide you with written and verbal feedback regarding my observations of your classroom teaching;
- I will coordinate some of the above-identified resources to be made available to you;
- I will provide you with the book *Effective Literacy Instruction* and request that you meet with me to discuss the book and applying its strategies to literacy instruction in your classroom; and
- I will be available to answer questions and to discuss issues related to classroom instruction and the assistance being provided to you.

5. The timeline for monitoring your performance is that classroom observations will be conducted and a progress check conference will be initiated on or before [INSERT DATE] at which time, you will be provided with a mid-year evaluation report. If progress has been satisfactory, the expedited special evaluation will be terminated. If the desired improvement has not been achieved, the expedited special evaluation process will continue and you will be provided with a copy of your final evaluation no earlier than thirty (30) calendar days before the last school day in accordance with the timelines in Sections 14.8.6 and 14.8.7 of the collective negotiations contract.

6. Any constraints are included in the evaluation worksheet.

Your performance in the areas identified above must improve so that effective teaching and learning will occur and so all students consistently receive the full benefit of education at For Kids Elementary School. Please advise me promptly if you have any suggestions for assistance other than assistance already reflected in this document.

Receipt of this memorandum is acknowledged. A copy of this memorandum will be placed in your personnel file after ten calendar days. You may prepare a response and have the response attached to this document.

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(Signature)

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(Date)

# SUMMARY EVALUATION REPORT

# CLASSROOM TEACHERS

Reference: Collective Bargaining Agreement, Article 14

## SAN DIEGO UNIFIED SCHOOL DISTRICT MID-YEAR EVALUATION REPORT

Employee Name Tanya Teacher	Employee ID #	School/Location Name For-Kids Elementary School	Cost Center xxx
Title/Subject Area/Grade Level First	Employee Status Permanent	<input type="checkbox"/> Regular Evaluation Year <input type="checkbox"/> Regular Evaluation Year (Progress Check and Remediation Plan)	<input checked="" type="checkbox"/> Special Evaluation

### SECTION I: EVALUATION COMPONENTS

If any of the evaluation components is marked "Unsatisfactory" or "Requires Improvement," the requirements of section 14.6.3 (Progress Check and Remediation Plan) and/or 14.8.5 (Counseling and Assistance Plan) must be met, and a Performance Evaluation Addendum must be completed.

Unsatisfactory	Requires Improvement	Effective	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Progress of students toward established standards.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Instructional techniques and strategies.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Adherence to curricular objectives.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Establishment and maintenance of a suitable learning environment.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Performance of non-instructional duties and responsibilities.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Achievement of stated objectives.

### SECTION II: COMMENTS BY EVALUATOR:

At the beginning of the 2002-2003 school year, Ms. Teacher was placed on a special evaluation and was advised of the specific areas where improved performance was necessary: (1) Progress of students toward established standards; (2) Instructional techniques and strategies (3) Establishment and maintenance of a suitable learning environment; and (4) Achievement of stated objectives. Since the start of the school year to the present date, I have observed Ms. Teacher on nine separate occasions. Specifically, I observed Ms. Teacher on 9/17/02, 9/24/02, 10/10/02, 10/17/02, 10/25/02, 11/6/02, 11/19/02, 12/3/02 and 12/12/02. After each observation, I met with Ms. Teacher, discussed my observations, and provided suggestions of how Ms. Teacher could improve her teaching and classroom management skills. After each observation, I also provided Ms. Teacher with written feedback, in the form of written observation statements. Before four of the observations (9/17/02, 9/24/02, 10/25/02 and 12/3/02) I provided Ms. Teacher with advance notice of the time and date that I would be observing. During all of the observations (including when advance notice of the observation was provided) Ms. Teacher's teaching and classroom management were unsatisfactory. Despite the substantial feedback and other assistance provided to Ms. Teacher, there was no improvement in her classroom teaching or classroom management. Progress of students towards established standards also remained unsatisfactory, as reflected by their spelling tests, and other student work, including writing journals, student portfolios, and independent writing work, and the lack of adequate progress or growth demonstrated in this student work. Of the three objectives, Ms. Teacher, has met her obligations to date as to objective no. three, by communicating with parents once every two weeks regarding their child's progress. Despite, this, however, I have received numerous parent complaints and to date, ten parent requests to move their children from Ms. Teacher's classroom. All of these parent complaints were discussed with Ms. Teacher. As of this mid-year evaluation report, Ms. Teacher has not achieved objectives nos. one and two.

Ms. Teacher's performance in all four rating areas has been unsatisfactory to this point in the school year and remains unsatisfactory. Therefore, Ms. Teacher is being rated as unsatisfactory in these four areas of the evaluation and is receiving an overall rating of unsatisfactory on this mid-year evaluation report. Attached to this evaluation are copies of all written observation statements provided to Ms. Teacher and placed in her personnel file this school year.

### SECTION III: COMPOSITE EVALUATION: If any of the evaluation components is marked "Unsatisfactory" or "Requires Improvement," the requirements of section 14.6.3 (Progress Check and Remediation Plan) and/or 14.8.5 (Counseling and Assistance Plan)

must be met, and a Performance Evaluation Addendum must be completed.

Unsatisfactory



Requires Improvement



Effective



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SECTION IV:      COMMENTS BY EVALUATEE: Evaluatee may also attach additional written response

If additional comments are attached check here

EVALUATOR & SUPERVISOR	EVALUATEE	REVIEWER
<p>Paula Principal _____ Signature</p> <p>Principal _____ Title</p> <p>December 17, 2002 _____ Date</p>	<p>I certify that this report has been discussed with me. I understand my signature does not necessarily indicate agreement. A copy of this mid-year evaluation report and all attached documents will be placed in your personnel file after ten (10) working days. You may prepare a response and have the response attached to this document.</p> <p>_____ Signature</p> <p>_____ Date</p>	<p>Ivy Instruction _____ Signature</p> <p>Instructional Leader _____ Title</p> <p>December 18, 2002 _____ Date</p>

**SUMMARY EVALUATION REPORT**

**CLASSROOM TEACHERS**

Reference: Collective Bargaining Agreement, Article 14

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

Employee Name	Employee ID Number	School/Location Name	Cost Center
Title Subject Area or Grade Level	Employee Status	<input type="checkbox"/> Regular Evaluation Year <input type="checkbox"/> Regular Evaluation Year (Progress Check and Remediation Plan)	<input type="checkbox"/> Special Evaluation

**SECTION I: EVALUATION COMPONENTS**

If any of the evaluation components are marked "Unsatisfactory" or "Requires Improvement," the requirements of section 14.6.3 (Progress Check and Remediation Plan) and/or 14.8.5 (Counseling and Assistance Plan) must be met, and a Performance Evaluation Addendum must be completed.

Unsatisfactory	Requires Improvement	Effective	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Progress of students toward established standards.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Instructional techniques and strategies.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Adherence to curricular objectives.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Establishment and maintenance of a suitable learning environment.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Performance of non-instructional duties and responsibilities.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Achievement of stated objectives.

**SECTION II: COMMENTS BY EVALUATOR:**

**SECTION III: COMPOSITE EVALUATION:** If any of the evaluation components are marked "Unsatisfactory" or "Requires Improvement," the requirements of section 14.6.3 (Progress Check and Remediation Plan) and/or 14.8.5 (Counseling and Assistance Plan) must be met, and a Performance Evaluation Addendum must be completed.

Unsatisfactory  Requires Improvement  Effective

**SECTION IV: COMMENTS BY EVALUATEE:** Evaluatee may also attach additional written response  
 If additional comments are attached check here

EVALUATOR & SUPERVISOR	EVALUATEE	REVIEWER	
Signature _____	I certify that this report has been discussed with me. I understand my signature does not necessarily indicate agreement. A copy of this Summary Evaluation Report and all attached documents will be placed in your personnel file after ten (10) working days. You prepare may a response and have the response attached to this document.	Signature _____	
Title _____		Title _____	
Date _____		Signature _____	Date _____
		Date _____	

# EVALUATION WORKSHEET

## SAN DIEGO UNIFIED SCHOOL DISTRICT

Instructions: Use separate form for each objective. Evaluatee completes parts A, B, and C and forwards both copies of forms to evaluator. After review and/or the final decision on objectives, evaluator and evaluatee sign and return one copy to evaluatee (Article 14, Sections 14.3.2, 14.4 and 14.8.6.1). Prior to final evaluation conference, evaluatee completes part D for each objective. Evaluator and evaluatee review and sign worksheets when Summary Evaluation Report is completed. Worksheets will be placed in personnel file either at district or site location.

A. Objectives and Standards:

B. Assessment Techniques:

C. Support Requirements and/or Constraints:

D. Degree of Achievement:  
Evaluatee:

D. Degree of Achievement:  
Evaluator:

Parts A, B, and C

Part D

\_\_\_\_\_  
Evaluatee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluatee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

I certify that this report has been discussed with me. I understand my signature does not necessarily indicate agreement. A copy of this Summary Evaluation Report and all attached documents will be placed in your personnel file after ten (10) working days. I may prepare a response and have the response attached to this document.

**PERFORMANCE EVALUATION ADDENDUM**  
**SAN DIEGO UNIFIED SCHOOL DISTRICT**

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Instructions: This form MUST be completed when elements of Section I and/or Section III of the Summary Evaluation Report contain an "Unsatisfactory" or "Requires Improvement" evaluation. The Addendum should be attached to the evaluatee's and supervisor's copy of the Summary Evaluation Report.

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Employee Name	Employee ID#	Location Name
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Describe areas of performance considered unsatisfactory or requiring improvement.

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Describe specific assistance provided (include dates).

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Describe results of assistance (include dates).

EVALUATOR & SUPERVISOR

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

EVALUATEE

I certify that this report has been discussed with me.  
 I understand my signature does not necessarily indicate agreement. A copy of this Summary Evaluation Report and all attached documents will be placed in your personnel file after ten (10) working days. You prepare may a response and have the response attached to this document.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

REVIEWER

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date