

CERTIFICATED PERSONNEL EVALUATION



LONG BEACH UNIFIED SCHOOL DISTRICT • LONG BEACH, CALIFORNIA



HUMAN RESOURCE SERVICES

CERTIFICATED PERSONNEL EVALUATION

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LONG BEACH UNIFIED SCHOOL DISTRICT
Human Resource Services

CERTIFICATED PERSONNEL EVALUATION

Individual school districts are charged with the responsibility of developing educational programs that are consistent with the Constitution, the State Board of Education regulations, adopted frameworks and legislation. The following legislated system of evaluation is adopted.

I. Basis for a Uniform System of Evaluation

A. State Legislation

1. Article 11 commencing with Section 44660 of Chapter 3, Division 2, of the Education Code.

In accordance with the Education Code, Evaluation and Assessment of Performance of Certificated Employees, the Board of Education of the Long Beach Unified School District hereby establishes a uniform system of evaluation of the performance of all certificated personnel in accordance with the following:

- a. The major purpose of the evaluation system shall be to implement a program which will significantly improve:
 - 1) Instructional ability to provide worthwhile and motivating learning experiences for students.
 - 2) Administrative ability to provide learning opportunities and leadership for persons within schools and offices.
 - 3) Learner acquisition of knowledge, attitudes, and skills which will meet his/her needs and the needs of society, both currently and in the future.
- b. Written objective evaluation guidelines for use in evaluating the professional competency of all certificated personnel will be followed. Assessment and evaluation shall be in accordance with but not limited to provisions of section 44662 of the California Education Code which declares:
 - 1) The governing board of each school district shall establish standards of expected pupil achievement at each grade level in each area of study.

- 2) The governing board of each school district shall evaluate and assess certificated employee competency as it reasonably relates to:
 - a. The progress of pupils toward the standards established pursuant to subdivision (1).
 - b. The instructional techniques and strategies used by the employee.
 - c. The employee's adherence to curricular objectives.
 - d. The establishment and maintenance of a suitable learning environment within the scope of the employee's responsibilities.
 - e. Additional evaluation and assessment guidelines or criteria related to an employee's assignment, job description, adjunct duties or job responsibilities, such as punctuality, attendance, professional activities, and the like. (Education Code Section 44662.)
- 3) The governing board of each school district shall establish and define job responsibilities for those certificated noninstructional personnel, including, but not limited to, supervisory and administrative personnel, whose responsibilities cannot be evaluated appropriately under the provisions of subdivision (2), and shall evaluate and assess the competency of such noninstructional certificated employees as it reasonably relates to the fulfillment of those responsibilities.
- 4) The evaluation and assessment of certificated employee competence pursuant to this section shall not include the use of publishers' norms established by standardized tests.
- 5) Nothing in this section shall be construed as in any way limiting the authority of school district governing boards to develop and adopt additional evaluation and assessment guidelines or criteria.

Appropriate forms shall be developed for the collection of data pertaining to the factors herein specified.

- c. This program shall be a comprehensive one based upon a district-wide statement of sample objectives and standards of expected student achievement developed at the district level from state and local frameworks, courses of study, continuums, and textbooks.

- d. Each person evaluated shall have the opportunity to participate in the setting of goals and objectives for his/her performance in light of which he/she will be assessed. The final decision on required performance standards shall remain with the Board of Education or its duly authorized representative.
- e. The program of evaluation and assessment shall apply to all certificated personnel.
- f. The evaluation of student progress shall be based upon standards of expected student achievement at each grade level in each area of study. These standards shall be established by the Governing Board.
- g. Job descriptions or specifications shall be developed for various classes of personnel and shall provide a statement of responsibilities with respect to regular direct instructional activity and to "other duties" required to be performed as an adjunct to regular assignments. (See definition "Other Duties"--Appendix H.)
- h. "Proper control" and a "suitable learning environment" shall be defined in the evaluation program. In the definitions there shall be recognition of the fact that control and learning environment relate to and must be consonant with the objectives. Further, control and learning environment shall be defined with regard to various conditions and factors related to learning, such as class size and available instructional resources. The Legislature must continue to legislate reduction of size. (See definitions "Proper Control"; and "Suitable Learning Environment"--Appendix H.)
- i. Evaluation and assessment of certificated personnel under this program shall be a continuous, year-round process. The evaluation program shall specify dates for various groups of personnel when the accumulated data shall be reviewed, assessments made, and reports prepared. Evaluation shall be made at least each year for probationary employees and every other year for permanent employees. Which permanent employees (approximately one-half) to be evaluated each year shall be determined by the immediate supervisor with assistance from his/her staff, if desired, at each school and designated office in the district.
- j. A written report of the assessment on the basis of data collected in the evaluation program shall be developed.

- k. The evaluatee will be provided with a written copy of the formal evaluation report no later than 30 calendar days prior to the last school day scheduled on the school calendar adopted by the governing board for the school year during which the evaluation takes place. Contract language in LBUSD states: "No later than 30 calendar days prior to the last school day for K-12 students scheduled on the adopted school calendar." If the evaluatee is performing in an effective or commendable fashion, the report should so indicate. In this case, areas of needed improvement need not be stated on the evaluation form. If the evaluatee is not performing his/her duties in a satisfactory manner according to the standards of performance initially established, the report should describe:
 - 1) Areas of needed improvement of the evaluatee and of the learner.
 - 2) How improvement can be effected.
 - 3) Responsibilities of the evaluator and evaluatee to facilitate such an improvement.
- l. A follow-up meeting of the evaluator and the evaluatee will be held to discuss the evaluation report for the purpose of identifying the strengths and/or weaknesses in the employee's performance, with commendations and/or recommendations for his/her improvement, as warranted.
- m. The evaluatee will be provided with directions to follow in order to initiate a written response or reaction to the evaluation.
- n. All certificated employees shall be informed about the district's evaluation program in advance of its implementation.
- o. The forms and directions for making the essential evaluation and assessments shall be developed for various individuals and groups of major classifications of certificated personnel in accordance with these basic directions. Such forms and directions shall recognize the specific and some what varied responsibilities which certificated personnel have. Varied forms, or a common form with variations, with recognition of diverse responsibilities may be employed. A system for assessment shall be developed for each group of certificated personnel.

- p. Evaluation and assessment of certificated personnel may involve more than one evaluator. However, one person shall be designated as the supervisory evaluator with responsibility for making the summary assessment report in writing and submitting a copy thereof to the certificated employee assessed. The certificated employee may submit a written response. The evaluator making the actual report shall arrange a conference no later than 30 calendar days prior to the last school day scheduled on the school calendar adopted by the governing board for the school year with the person evaluated to discuss the evaluation. Contract language in LBSD states: "No later than 30 calendar days prior to the last school day for K-12 students scheduled on the adopted school calendar." He/she shall then file in the records of the evaluatee a copy of the written assessment and any written response the evaluatee may wish to submit. If the evaluatee desires an additional review of his/her evaluation, he/she may make such a request in writing to the next higher supervisor.
- q. The Superintendent shall from time to time prepare and submit to the Board of Education for review and approval, or information, the evaluation program developed in accordance with the Stull Act and these guidelines. He shall also periodically prepare or have prepared and submit to the Board of Education a review of the program of evaluation of certificated personnel with recommendations for modification. The review shall include a summary of the cost and effectiveness to the district of the program.
- r. The Superintendent shall from time to time prepare and submit to the Board of Education for review and approval a calendar of activities, listing major steps and times for their completion, for the implementation of this program of personnel evaluation and assessment, including such matters as:
- 1) Dates for completion of development or review of administrative regulations.
 - 2) Job analysis.
 - 3) Essential forms.
 - 4) In-service training program to prepare evaluators and evaluatees to implement the program.

B. Philosophy and Educational Goals of the Long Beach Unified School District

1. A Statement of Educational Philosophy (Board of Education Adoption, June 1980)

The major purposes of education in our society are to transmit to the individual the culture of this society which has been enriched and diversified by its many people, to help the individual meet the challenges of a changing world, and to develop in each one a sense of responsibility as a member of society.

The cornerstone of a democratic society is concern for the individual. Consequently, if a democracy is to survive and flourish, it is important that all individuals be provided equal educational opportunities and be encouraged to achieve their potentials.

The responsibility of education and democracy is to make it possible for all citizens to understand themselves and the world about them so that they can live effectively in a world of expanding experience and constant change.

Education must help individuals to increase their knowledge, explore their interests, develop their abilities, and recognize their responsibilities as citizens. The process of education includes a component, where practical, to individualize learning.

Education must help every student to recognize that every society is a joint undertaking of individuals, that our society is a community of free people, and that only so long as members of that society share understanding of and respect for democratic ideas will America prosper and progress. A successful educational program includes continuous communications among parents, students, and staff with the goal of shared decision making.

It is the responsibility of the schools to give all students opportunities to participate in educational experiences that will help them to achieve the following:

Intellectual growth and development. The schools should help each student to master the basic skills of learning--reading, speaking and writing, mathematics, and to develop the ability to solve problems, evaluate ideas, and acquire useful knowledge. Since a fundamental tenet of a democracy is faith in the ability of its citizens to make rational decisions, the schools should help students to learn to think

rationally. The schools should be concerned with nurturing creativity and stimulating curiosity that motivates life-long learning.

Civic responsibility in the Community and Nation. The schools should practice and teach fundamentals of democracy in order to instill in students an understanding and appreciation of the privileges and responsibilities of citizenship in a free country, build in them a capacity for self-discipline, and develop in them a willingness to participate as responsible citizens in an ever more complex world.

Social awareness and responsibility. The schools should help students to develop awareness of the importance of human relations; family relationships and interdependence of family members; understanding the needs and feelings of others; respect for the rights, opinions, and property of others; racial and cultural differences; and a sense of social responsibility.

Emotional maturity. Self-understanding and a feeling of self-worth are the keys to emotional maturity. The schools should provide students opportunities to develop individually satisfying and socially acceptable ways of utilizing or reducing tensions created by a rapidly changing society and their own developing individualities. The schools should provide a variety of opportunities which enable students to explore their interests and abilities as a means of developing self-understanding and of achieving self-confidence.

Moral responsibility and ethical values. The schools should help students develop values that give them a sense of direction, that help them to make intelligent moral decisions, and that enable them individually to develop and follow a wholesome code of conduct.

Career Education. The schools should help students to choose and undertake skills programs appropriate to their interest and abilities as early as possible. The schools should assist students in selecting suitable careers and should encourage them to take advantage of opportunities to develop skills which enable them to secure employment.

Physical fitness, health, and safety. The schools should help students to understand and appreciate the importance of optimum health to a useful

and effective life, and should help them to develop positive attitudes, habits, and safe practices designed to improve and maintain physical and mental fitness throughout life.

Understanding and appreciation of our American heritage. The schools should help students to achieve an understanding and appreciation of this land, its democratic heritage, the diversity of its culture, and its interdependence with other nations of the world. The complexity of our times makes it imperative that students develop an awareness and appreciation of American institutions and a commitment to the ideals of American life.

Economic understanding and usefulness. The schools should help students to appreciate and understand our economic system and learn to conduct their economic affairs effectively as consumers within the ongoing American economy.

Understanding and appreciation of science, technology, and the environment. The complex technology of modern society makes it imperative that students understand applications of the natural and physical sciences to modern life and to the American economy. The schools should help students to acquire basic scientific knowledge and explore their interests and aptitudes in scientific and technological fields, including conservation.

Understanding and appreciation of the arts. Some of the highest forms of creative expression have been in the arts. The schools should provide for students a climate favorable to the development of their creative capacities and should provide them opportunities to know, understand, and appreciate our cultural heritage.

Recreational values. Society recognizes the significance of leisure time in the lives of people of all ages. The schools should help students to develop patterns for using that leisure time wisely and enjoyably.

2. Development of Goals and Objectives

a. Course of Study

Curriculum goals and objectives are listed in Board-adopted standards of expected student achievement, in elementary guides, in secondary courses of study, and in outlines of courses. They reflect state and local frameworks.

Instructional goals and objectives shall be the basis for furthering student progress toward adopted standards of student achievement at each grade in each area of study.

b. Curriculum Guides

More specific content is listed in numerous subject area guides and continuums for elementary and secondary levels of instruction. Specific content objectives should be developed based upon standards of expected student achievement.

c. Instructional

Personnel in the district are expected in the process of achieving their goals and objectives to adhere to curricular objectives and to follow local and state frameworks, district educational philosophy, courses of study, continuums and curriculum guides that are approved and adopted by the Board of Education. They must use approved instructional resources, including textbooks, motion pictures, filmstrips, etc.

The study of controversial issues shall be objective and scholarly and in accordance with district policy. There shall be no instruction reflecting upon citizens because of their sex, race, color, creed, national origin, physical or mental condition, and ancestry.

II. Goals and Objectives in Major Subject Areas and Grade Levels

A. Interpretation

1. The Governing Board shall establish standards of expected pupil achievement at each grade level in each area of study. Teachers at each school will determine the learning needs of their students, refer to local and state frameworks, district philosophy of education, continuums, textbooks, courses of study, and course outlines and determine the achievement expected of their students within a given time. The progress of classes and individual students within the class should be determined largely from a starting point on a continuum or sequence of learning.
2. School/office goals and objectives developed within the district goals and objectives, referred to in these directions, may be determined by the immediate supervisor, immediate supervisor with staff, faculty

advisory group, or similar group as appropriate to the school/office. Recommendations for materials necessary to achieve goals need to be directed to proper channels and reviewed annually for inclusion in the curriculum.

3. While it is the intent of the Legislature to establish a uniform system of assessments, i.e., one that is applied in a consistent manner, the system can and should be responsive to differences within the school district.

B. Development

1. The goals and objectives shall represent expected growth in student progress over a period of time. They will be based on state and local frameworks, established standards of expected student achievement, district philosophy of education, courses of study, continuums, curriculum outlines, and textbooks. Utilizing these goals and objectives, individual schools will then determine reasonable progress expected by students within a given time.
2. All certificated personnel in the schools and offices have the primary responsibility to develop goals and objectives as they relate to instruction in subject matter. As far as possible they shall relate to student progress. Nothing herein shall prevent the evaluator from proposing and/or requiring additional objectives and standards for each evaluatee in accordance with the position and assignment. Employees will be advised if there is to be a specific area(s) of concentration.
3. In the case of special education, compensatory education, and guidance/continuation classes, objectives will be developed not necessarily from individual subject areas, but from the prescribed program.
4. The evaluatee and/or the evaluator, in determining the original goals and objectives agreement, have the option of conferring with the next higher supervisor if necessary.

C. Assessment

1. Expected Student Progress

Progress will be assessed by using such resource techniques and materials which help determine student ability and growth, such as:

- 1) Teacher observation and judgment.
- 2) Anecdotal and cumulative records.
- 3) Success and progress of students on a continuum of learning or progress through courses of study.
- 4) Teacher, department, or school-made tests for pretesting and post-testing.
- 5) Curriculum related tests.
- 6) Use of audio-visual documentation if desired and available.
- 7) Student self-evaluation.
- 8) Evaluative discussion with students and parents.
- 9) Records of students' past learning performances.
- 10) Files of students' work collected to show expected achievement.

2. Certificated Personnel Performance Indicators.

a. Instructional Personnel

1) Teacher-Pupil Relationships

Shows respect for the personal worth of each pupil.

Seeks to understand pupil behavior before making evaluative judgments.

Respects the individual differences in children and provides learning situations in his/her classroom to meet these differences.

Seeks the acceptance and respect of pupils.

Acts with good judgment.

Enjoys working with the great majority of pupils.

2) Personal Characteristics

Is careful of appearance.

Speaks in a well-modulated voice.

Uses good English.

Is physically fit.

Possesses a good sense of humor.

Shows mature control in handling emergencies.

Is interested and enthusiastic about his/her work.
Is constructive in outlook.
Is conscientious regarding attendance.
Reflects credit on the teaching profession.

3) Evidence of Sound Professional Attitude and Judgment

Avails himself/herself of opportunities offered to improve by attending workshops, summer school, professional meetings and/or conferences; keeps abreast of professional literature.
Implements programs and procedures established by the school.
Respects the ethics of the profession.
Supports district policies.
Accepts constructive criticism and strives to improve by seeking the advice and assistance of teachers, administrators, consultants and supervisors.
Carries his/her share of school responsibilities.
Exercises sound and mature judgment in all employment-related responsibilities.
Goes through regular channels on matters affecting the welfare of associates or of the institution.
Is prompt and accurate with reports.
Establishes and maintains professional working relationships among colleagues and staff members.

4) Progress of Pupils Toward Established Standards

Provides evidence to show satisfactory progress of pupils toward established standards of achievement including but not limited to:

- a. Pupil performance on curriculum related tests.
- b. Anecdotal and cumulative records.
- c. Samples of pupils' work.
- d. Bench-mark indicators of success and progress of students on a continuum of learning.
- e. Files of pupils' work.

Provides evidence that appropriate diagnostic techniques and tools are used to determine student academic needs.

Provides evidence that appropriate methods are used to record and chart pupil progress.

5) Instructional Techniques, Skills and Strategies used by the Employee

Uses the essential elements of instruction and sound principles of learning consistently
Demonstrates competency in his/her field of preparation.

Uses a variety of materials and teaching techniques appropriate for the subject matter or grade level taught.

Stimulates pupils to think critically.

Adapts instructional methods and materials to the abilities and interests of individual pupils.

Develops and uses effective techniques of evaluation.

Makes the extent and purpose of assignments clear.

Demonstrates that his/her daily teaching has been planned carefully.

Deals with controversial issues with tact and sensitivity to the religious and moral precepts of the home and community and in accordance with district policies and procedures.

Organizes and makes maximum use of instructional time.

6) Adherence to Curricular Objectives

Demonstrates knowledge of the curriculum and subject matter for which the employee is responsible.

Follows the district curriculum guides, scope and sequences, frameworks and course outlines to implement instruction.

Utilizes a system to monitor, pace, and direct progress toward the intended curricular objectives.

Uses district-approved materials and methods.

7) Suitable Learning Environment

Exercises care for the safety and health of pupils.

Establishes and maintains standards and procedures which promote an orderly learning environment.

Handles behavior problems without emotional extremes.

Handles routines; manages supplies, textbooks, and equipment efficiently.

Maintains an attractive and educationally meaningful classroom environment.

8) Performance of Required Service Other than Classroom Instruction

- Shows interest and takes an active part in the promotion of student activities.
- Accepts responsibility for the conduct, guidance, and supervision of students within the school.
- Initiates and invites parent conferences; conducts them in a courteous and helpful manner.
- Interprets constructively the objectives of the school system to the community at large.
- Performs assigned duties as needed for all school-sponsored athletic, dramatic, and social activities wherever held (Rules and Regulations).
- Exercises such other powers and duties as may be assigned by the principal and approved by the Superintendent. (Rules and Regulations).

b. Administrative and Supervisory Personnel (Schools and Office)

1) Evaluatee-Staff and Pupil Relationships

- Understands evaluatees' needs, difficulties, and constraints.
- Seeks respect and opinions of associates.
- Seeks to understand a situation before passing judgment.
- Follows regular procedures in meeting situations.
- Respects confidences.
- Keeps personal feelings from interrupting and damaging professional relationships.
- Shows respect for the personal worth of each pupil.
- Seeks to understand pupil behavior before making evaluative judgments.
- Seeks the acceptance and respect of pupils.
- Enjoys working with pupils.

2) Personal Characteristics

- Is careful of appearance.
- Speaks with a well-modulated voice.
- Follows conventional manners and accepted ethical standards.
- Is physically fit.
- Possesses a good sense of humor.
- Accepts commendation and suggestions for improvement with good grace.
- Feels secure--is free from excessive worry, fear, moods, false conceit, and self-pity.

Shows mature control in handling emergencies.
Is well accepted and has earned respect of
parents and students.

3) Evidence of Sound Professional Attitude
and Desire to Strengthen Ability

Endeavors to improve in his/her methods and
techniques.

Avails himself/herself of the opportunities
offered to improve by attending workshops,
summer school, professional meetings and
conferences; keeps abreast of the
professional literature.

Is willing to experiment with new ideas.

Is interested and enthusiastic about his/her work.

Seeks assistance when necessary.

Is loyal and respects the ethics of the
profession.

4) Supervisory Practices

Approaches and handles problems in a
democratic fashion.

Carries on an effective Staff Development
program.

Confers and plans efficiently and effectively.
Utilizes assistance available.

Stimulates groups with whom he/she works and
keeps morale high.

Evidences understanding of an ability to
carry out the best techniques in his/her
field.

5) Administrative Practices

Organizes the school or department effectively.

Delegates duties, responsibilities, and
functions to others effectively.

Is efficient in handling office matters,
such as keeping records and reports,
appointments, calendar for meetings.

Defines duties and responsibilities of
others with clarity.

Develops effective community contacts.

Takes an active part in constructive
community projects.

Keeps within budget appropriations.

Projects plans that are of long-range
significance.

Positively interprets the objectives of
the school system to the community at
large and to staff members.

6) Performance of Required Services Other than
The Regular Assignment

Interprets the school program to parents.
Interprets the district curriculum to parents.
Promotes greater understanding of school
objectives and accomplishments by community
groups.
Represents the school in professional and
community groups.
Performs other duties as assigned by the
Superintendent.

c. Support Services Personnel (Schools and Offices
Where Applicable)

1) Evaluatee-Pupil Relationships

Shows respect for the personal worth of each
pupil.
Seeks to understand pupil behavior before
making evaluative judgments.
Is sympathetic, kind, fair and impartial,
patient--yet firm.
Respects confidences.
Respects the individual differences in
children.
Gains the acceptance and respect of pupils
as mature friend and leader.
Enjoys working with the great majority of
pupils.

2) Evaluatee-Staff Relationships

Promotes good will among individuals and
groups.
Serves on committees and participates in
other group projects.
Carries his/her share of school responsi-
bilities willingly and cheerfully; readily
responds when called upon to assume extra
responsibilities.
Is alert to ways in which he/she can improve
conditions in the school and helps others
cheerfully.
Goes through regular "channels" on matters
affecting the welfare of associates or of
the institution.
Gains the respect of his/her associates.
Is prompt and accurate with reports.
Seeks and uses constructively the advice and
assistance of teachers, administrators,
and supervisors.

3) Personal Characteristics

Is careful of appearance--posture, grooming, dress.
Speaks in a well-modulated voice.
Uses good English.
Is physically fit, appears healthy and energetic.
Possesses a good sense of humor.
Is free from excessive worry, fear, moods, or false conceit.
Shows mature control in handling emergencies.
Is interested and enthusiastic about his/her work.
Is constructive in outlook.
Has good attendance record.
Is enthusiastic and forceful without undue aggressiveness.
Acts consistently with good judgment.
Conduct in school and the community consistently reflects credit on the teaching profession.

4) Evidence of Sound Professional Attitude and Desire to Strengthen Abilities

Endeavors to improve in his/her professional knowledge and techniques.
Avails himself/herself of the opportunities offered to improve by attending workshops, summer school, professional meetings and conferences; keeps abreast of the professional literature.
Is willing to experiment with new ideas.
Respects the ethics of the profession.
Supports district policies.
Accepts constructive criticism and strives to improve.

5) Evidence of Professional Skill

Has adequate professional knowledge.
Uses effective professional techniques.
Keeps accurate, meaningful, and useful records.
Has sound professional judgment.
Conducts parent conferences effectively.
Works harmoniously with teachers in case conferences and feedback.
Works with the community in constructive ways.

6) Performance of Required Services Other than the Regular Assignment

Interprets constructively the objectives of the school system to the community at large. Exercises such other powers and duties as may be assigned by the immediate supervisor and the Superintendent of Schools.

III. Job Descriptions of Certificated Personnel

A. Classes and Titles.

Job descriptions or specifications are available for various classes of personnel. For the purpose of evaluator-evaluatee relationships they indicate job titles, immediate supervisors, and next higher supervisors. Job descriptions and evaluator-evaluatee relationships reflect the District Organizational Chart.

B. Responsibilities

Job descriptions provide a listing of responsibilities with respect to regular-direct instructional activity and required services other than regular assignments.

C. Distribution

Job descriptions are compiled for reference into packets, sets, and individual copies for schools and offices as needed.

IV. Evaluation System

The uniform system for the evaluation of all certificated personnel in the Long Beach Unified School District is designed to provide an opportunity for professional growth and to improve instruction and learning. The evaluation of human behavior in any known form is a highly subjective process. Parties to the implementation of the evaluation are exchanging perceptions and hence should approach the task with due modesty, humility, and empathy.

A. Methods of Evaluation

1. Supervisory (Required)

The evaluator shall be the employee's immediate manager and/or another administrator designated by the manager, by the Superintendent, or by his designee.

The District Organization Chart (Appendix B) designates the line evaluator-evaluated relationship. These relationships are also designated on each job description.

2. Self-Evaluation (Required)

In addition to being evaluated by the evaluatee's immediate manager or his/her designated representative(s), the evaluatee shall make his/her self-appraisal. He/she may utilize techniques that involve colleagues and those to whom the evaluatee provides service. These self-evaluations may be used independently by the evaluatee to improve his/her performance and should also be used in conjunction with the supervisory evaluation for the improvement of instruction and for self-improvement. Self-evaluations are to be retained by the evaluatee.

Permanent employees who are not being formally evaluated during a given year are expected to plan goals and objectives for their classes and offices and evaluate themselves to appraise what has been accomplished. These self-evaluations should be used for self-improvement and to improve student progress. If desired, evaluatees may select a certificated colleague to work with them throughout the school year. These employees will not submit their goals and objectives nor their self-evaluation to the evaluator.

B. Implementation of Evaluation*

1. Planning

Employees to be evaluated shall receive a copy of the evaluation system within four (4) weeks after the beginning of the ten-month school session work year. Those employees will be advised of the evaluation program, plans, standards, and expectations by their evaluator no later than the end of the fifth school week.

By the end of the sixth school week each evaluatee shall be responsible for proposing in writing to the evaluator specific objectives and standards to be achieved within areas of performance. Nothing

*Specified evaluation deadlines, except for the date of the final evaluation, may be extended by the number of days the evaluatee or the evaluator is absent from the worksite during the identified time periods. Any change in specified deadlines will be noted in writing by the evaluator along with reasons for the change in deadline.

herein shall prevent the evaluator from proposing and/or requiring additional objectives and standards for each evaluatee in accordance with the position and assignment. Employees will be advised if there is to be a specific area(s) of concentration.

Within a maximum of seven (7) weeks of the first working day of an assignment all objectives and performance standards shall be finalized, reduced to writing and signed by the evaluator and evaluatee.

Standardized test norms shall not be used for teacher evaluation. Personnel shall be judged on the District-adopted evaluation objectives and performance standards. Such objectives and standards shall be in writing and made available to the evaluatee prior to any period in which he/she is evaluated. Additional objectives and standards for individual evaluatees shall be in writing and signed by the evaluator and evaluatee. Based on the evaluatee's tentatively completed goals and objectives agreement, the evaluator and the evaluatee shall hold a preliminary conference by the end of the seventh school week to cooperatively plan:

- a. Goals and objectives for the class or office of the evaluatee that will be used in the evaluation process.
 - 1) Office and individual class goals and objectives will be based on local and state frameworks, district philosophy of education, courses of study, textbooks, continuums, and course outlines and should be applied to self-improvement and to improvement in student progress in the areas in which the employee is assigned. They shall reflect within the schools the variables of expected performance as they relate to a given office, school, or class. Such variables may include the starting point of progress on a continuum of learning for the class and individual student's ability, prior learning experience, anecdotal records, grade books, attendance, transiency, emotional stability, health and expectations and support for schooling held by parents and community groups.
 - 2) The conference should be based on a written plan prepared in advance by the evaluatee in which he/she prescribes his/her performance objectives (progress) for each area to be evaluated. This plan shall be submitted to the evaluator five (5) days prior to the

conference and no later than the end of the sixth school week.

- b. Ways to determine student progress and the attainment of objectives. Each evaluatee plans how he/she will determine if he/she has reached his/her objectives. Included will be:
- 1) Teacher observation and judgment.
 - 2) Anecdotal and cumulative records.
 - 3) Success and progress on a continuum of learning or a course of study.
 - 4) Teacher, department, or school-made tests for pretesting and post-testing.
 - 5) Curriculum related tests.
 - 6) Video tape, if desired and available.
 - 7) Student self-evaluation.
 - 8) Evaluative discussion with students and parents.
 - 9) Records of students' past learning performances.
 - 10) Files of students' work collected to show growth.
- c. Ways to identify limiting constraints, if any, which must be overcome to attain objectives and methods for adjusting these constraints. When the total length of teaching experience, the length of the duty at one's site, the length of time in the assignment, the lack of opportunity to participate in the District Professional Development Center Program, or other factors is considered to be a constraint by the evaluator or the evaluatee, it may be so noted on the appropriate form.

Each evaluatee determines the particular kind of help, if any, he/she will need to meet his/her goals and objectives and review this with his/her evaluator.

In each school the evaluatee and evaluator determine the areas in which assistance is needed if individual and school goals and objectives are to be met. This may be assistance with techniques for teaching, diagnosing pupil needs, furthering

communication between students and teacher, etc. Building and district staff development assistance should be planned as needed at the beginning and throughout the school year.

- d. Modification, if necessary, of evaluatee goals and objectives by either the evaluatee or evaluator. Nothing herein shall prevent the evaluator from proposing and/or requiring additional objectives and standards for each evaluatee in accordance with the position and assignment.

2. Observing

Observations shall be both formal and informal.

- a. The number of formal observations shall routinely be three (3). With agreement of both evaluatee and evaluator the number may be reduced to two (2) or one (1) in cases of obviously satisfactory performance by tenured employees. Additional observations shall be conducted when deemed necessary by either the evaluatee or the evaluator.

An observation shall be based upon one or more of the following components: District goals and objectives, individual school/office goals and objectives, individual employee goals and objectives, and performance assessment criteria. Except by mutual agreement, formal observations shall not begin until after goals and objectives have been agreed upon. In the event that goals and objectives have not been agreed to, formal observations may begin following the seventh week of the school year. Each classroom observation should be reviewed in relation to the objective of the lesson and evaluated on the basis of the Lesson Analysis form. Numerous observations should take place in cases where performance standards are considered deficient.

- b. Observations and conferences at schools and offices should be reviewed in relation to the bases of the standards of performance for instructional, administrative, and support services personnel. These bases should be considered collectively as much as possible in order to provide a composite judgment of the evaluatee.

- c. Observations will be made by the immediate manager or his/her designated representative(s) and, if desired, by cooperatively designated building or district teams.
- d. Conferences to assess progress and make recommendations for improvement, as warranted, will follow each formal observation within five (5) working days.
- e. Formal observation will be summarized on an observation form with a copy given to the evaluatee within ten (10) working days after the observation.
- f. Informal observations may be scheduled or unscheduled and are not limited in number. Informal observations may include assessment of the teacher's performance using the indicators as listed in this guide. If a manager anticipates reference to the informal observation in an employee's less than satisfactory evaluation, the observation should be summarized in writing with a copy given to the employee.

3. Evaluating

The evaluator(s) and the evaluatee shall hold a summary conference based on the Evaluatee Evaluation form by the last day of the sixth school month for all probationary employees and no later than 30 calendar days prior to the last day for K-12 students scheduled on the adopted school calendar of the school year for permanent employees being evaluated. The conference will be held for the purpose of identifying strengths and/or weaknesses in the evaluatee's performance, with commendation and/or recommendations for improvement as warranted. If the evaluatee is performing in a satisfactory or commendable fashion, the report should so indicate. If the evaluatee needs to improve his/her performance according to the performance standards established, the report should describe the areas of needed improvement, recommend how improvement can be effected, and identify means to be followed by the evaluator and the evaluatee to facilitate such improvement. Probationary and permanent employees whose performance is "unsatisfactory" or "needs to improve" shall have an interim assessment and conference by a date specified in the annual evaluation calendar (NOTE: this is not a contractual requirement.) No assessments of "unsatisfactory" or "needs to improve" performance shall be introduced in writing on an evaluatee's evaluation form which have not been first formally called to his/her attention

in a written report. Time shall be allowed, when practicable, from the date of the written evaluation when the deficiency is formally cited, to allow for correction of said deficiencies. In the case of instructional deficiencies, the evaluator will offer direct assistance and/or additional resources as the evaluator deems appropriate to implement the specific recommendations. The same form will be used for the final report and the December report.

Special education teachers who serve in more than one school will be evaluated by a selected principal. At least one observation/lesson analysis will be completed in consultation with designated special education management personnel who, at the request of the principal, may also be present at the final evaluation conference. Other certificated personnel who serve in more than one school will be evaluated by a designated principal.

4. Summarizing

a. Task for the Site Administrator

Employees to be evaluated shall receive a copy of the evaluation program within four (4) weeks after the beginning of the ten-month school session workyear. Those employees will be advised of the evaluation policy, plans, standards, and expectations by their evaluator no later than the end of the fifth school week.

b. Task for the Evaluatee

- 1) Decides upon objectives to be reached at the end of the course or program. Lists an adequate number of objectives for each area of study according to the approved district philosophy, standards of expected student achievement, course of study, continuums, course outlines, and textbooks. The background, abilities, needs, and growth patterns of the students concerned should be considered when writing objectives.
- 2) Describes what most of the learners will be able to do at the end of the lesson, unit, and course. (Judgments regarding the learners progress should be made by the December assessment, if needed, and by the final evaluation in all cases.)

- 3) Uses objectives which:
 - a) Are feasible for the learner.
 - b) Specify what is to be achieved.
 - c) Are compatible with other objectives.
 - d) Are important to the subject matter area and are needed by the learner.
- 4) Describes the constraints, if any, which may prevent some students from achieving the objective: i.e., transiency, absenteeism, limited materials and textbooks, etc.
- 5) Puts tentative performance objectives and activities on Goals and Objectives Agreement Form. Submits form to evaluator five (5) days prior to the conference and no later than the end of the sixth school week.
- 6) Meets with the evaluator to initiate evaluation plan and identify limiting constraints, if any, by the end of the seventh school week.
- 7) Meets with the evaluator by cooperative agreement to modify the original goals and objectives, if necessary.
- 8) Carries out appropriate programs for meeting performance objectives and completing activities as planned in the conference(s).
- 9) Assesses student progress by using techniques and materials selected from the following:
 - a) Teacher observation and judgment.
 - b) Anecdotal and cumulative records.
 - c) Success and progress on a continuum of learning or a course of study.
 - d) Teacher, department, or school-made tests for pretesting and post-testing.
 - e) Curriculum related tests.
 - f) Videotape, if desired and available.
 - g) Student self-evaluation.

- h) Evaluative discussion with students and parents.
 - i) Records of students' past learning performance.
 - j) Files of students' work collected to show growth.
- 10) Meets all applicable legal and district calendar dates related to evaluation.
- 11) Meets with evaluator for an interim evaluation, if needed, by a date specified in the annual evaluation calendar and for final evaluation by the last day of the sixth school month for all probationary employees and no later than thirty (30) calendar days prior to the last school day for K-12 students scheduled of the adopted school calendar for permanent employees being evaluated. The same form is to be used for all evaluations.

c. Task for the Evaluator(s)

- 1) Reads and becomes fully familiar with job descriptions, guidelines, board policies, administrative bulletins, and courses of study, if applicable, that relate to the evaluation process.
- 2) Receives the tentatively completed goals and objectives agreement from each evaluatee, reviews the stated standards of performance and activities, relates them to curriculum goals and objectives, and schedules a conference with the evaluatee.
- 3) Meets with the evaluatee to initiate evaluation by the end of the seventh school week.
- 4) Furnishes support to the evaluatee i.e.:
 - a) Provides specified instructional materials, supplies, and equipment within district limitations.
 - b) Provides specified supervisory assistance, as needed--demonstration teaching, visitation opportunities, and observations and conference assistance within district limitations.
 - c) Observes progress toward meeting objectives and assists as needed. The number of formal observations shall routinely be three (3). With agreement of both evaluatee and evaluator

the number may be reduced to two (2) or one (1) in cases of obviously satisfactory performance by tenured employees. Additional observations shall be conducted when deemed necessary by either the evaluatee or evaluator.

- 5) Meets all legal and district calendar dates as they relate to staff evaluation.
- 6) Meets with the evaluatee for an interim assessment, if prescribed, by a date specified in the annual evaluation calendar and for final evaluation by the last day of the sixth school month for all probationary employees and no later than thirty (30) calendar days prior to the last school day for K-12 students scheduled on the adopted school calendar for permanent employees being evaluated. The same form is used for all evaluations.

5. Describing Unsatisfactory Performance

In the event the evaluatee is performing his/her duties in an "unsatisfactory" or "needs to improve" manner, no assessments of unsatisfactory performance shall be introduced in writing on an evaluatee's evaluation form which have not been first formally called to his/her attention in a written report. Time shall be allowed, when practicable, from the date of the written report where the deficiency is first noted, and the date of the next assessment or evaluation when the deficiency is formally cited, to allow for correction of said deficiencies. If the employee is permanent, he/she shall be evaluated every year instead of every two years until his/her performance is considered satisfactory or until he/she is terminated from his/her position. (Refer to AB 293 Statutes 1971 for legal interpretation and procedures.)

6. Initiating Written Response

The evaluatee shall sign the evaluation form signifying that he/she has read the form and shall be provided the opportunity to prepare a written response which shall become a part of the employee's permanent record.

7. Providing Copy of Final Evaluation

The evaluatee shall be provided a written copy of the final evaluation report not later than 30 calendar days prior to the last school day for K-12 students scheduled on the adopted school calendar of the year during which he/she is evaluated.

8. Determining Deadline Dates

If the indicated dates fall on a Saturday, Sunday, or holiday, the effective date will be the following date of work. All December reports and accompanying assessments, if any, shall be submitted to the Assistant Superintendent, Human Resources Services, before winter recess.

V. Appendices

- A. Summary of Legislative Requirements
- B. Mission Statement
- C. Evaluatee Goals and Objectives Agreement
- D. Modification of Evaluatee Goals and Objectives Agreement
- E. Evaluatee Self-Evaluation
- F. Lesson Analysis
- G. Certificated Personnel Evaluation
 - 1. Instructional Personnel
 - 2. Administrative/Supervisory Personnel
 - 3. Support Services Personnel
- H. Glossary
- I. Essential Elements of Instruction

APPENDIX A

SUMMARY OF LEGISLATIVE REQUIREMENTS

School board must adopt written guidelines. Each school district governing board must adopt a uniform set of written evaluation guidelines for use in evaluating the professional competencies of its certificated personnel in the district organization of certificated personnel.

School board must seek advice. In developing and adopting written evaluation guidelines, a school board must avail itself of advice from its certificated instructional personnel.

School board's written guidelines must contain certain provisions. Section 44662 requires that the governing board of each school district shall establish guidelines for the assessment of certificated personnel competence which shall include but shall not necessarily be limited in content to the following elements:

The progress of pupils toward the standards established pursuant to subdivision (1).

The instructional techniques and strategies used by the employee.

The employee's adherence to curricular objectives.

The establishment and maintenance of a suitable learning environment, within the scope of the employee's responsibilities.

Employees must be informed regarding the school board's written guidelines. A school board should inform each certificated employee about the district's evaluation program in advance of its implementation. Thereafter, new certificated employees should be informed about the personnel evaluation program as a part of their orientation to the district. If practical, employees should be provided copies of their local guidelines and procedures, or copies should be made available at each school or unit site.

Evaluations must be made in writing. Evaluations must be in writing and transmitted to the certificated employee not later than 30 days prior to the last school day scheduled on the school calendar adopted by the governing board for the school year in which the evaluation takes place. Following this and before the end of the school year, the evaluator shall discuss the evaluation report with the evaluatee. (Contract provisions with the Teachers Association of Long Beach have established 30 calendar days prior to the last school day for K-12 students scheduled on the adopted school calendar as the requirement in the Long Beach Unified School District.)

Follow-up counseling for deficient certificated employee is required. Each school board must provide for follow-up counseling of a certificated employee whose professional competency, as judged under the school board's written evaluation guidelines, is not up to standard, and the governing board must provide assistance for such employee to upgrade his/her performance.

Certificated employee evaluated has right to respond. Certificated employees evaluated must be given opportunities to append written statements of their views to their evaluation reports, and such statements shall be permanent parts of their personnel files.

APPENDIX B

MISSION STATEMENT

The mission of the Long Beach Unified School District is to insure the educational success of all students by having high expectations, a commitment to excellence, and a comprehensive program, confirming the belief that all students can learn and become responsible, productive members of a competitive society.



HUMAN RESOURCE SERVICES

APPENDIX C

EVALUATEE GOALS AND OBJECTIVES AGREEMENT

Name	School or Office	Grade or Subject	Date
1. <u>DISTRICT GOALS AND OBJECTIVES</u>			
Given -			
A statement of educational philosophy			
Major organizational goals			
Board adopted standards of student achievement			
Elementary courses of study			
Secondary courses of study and outlines of courses			
Continuums and curriculum guides for subject areas			
Textbooks, state and local			
Subject area sample goals and objectives,			
Certificated employees shall implement an evaluation program meeting the requirements of the Stull Act which will significantly improve:			
1. Instructional ability to provide worthwhile and motivating learning experiences for students.			
2. Administrative ability to provide learning opportunities and leadership for persons within schools and offices.			
3. Learner acquisition of knowledge, attitudes, and skills which will meet the student's needs and the needs of society, both currently and in the future.			

II. INDIVIDUAL SCHOOL/OFFICE GOALS AND OBJECTIVES
(To be developed by a committee of administrative staff and faculty advisory committee)

A. Goals

B. Objectives

III. CLASSROOM GOALS AND OBJECTIVES (To be developed by the classroom teacher)

A. Goals

B. Objectives

IV. ACTIVITIES FOR ATTAINING OBJECTIVES (To be listed by the evaluatee)

V. CONSTRAINTS THAT MAY AFFECT ATTAINMENT OF OBJECTIVES
(To be listed by the evaluatee)

VI. STEPS TAKEN TO ALLEVIATE CONSTRAINTS

By Evaluator

By Evaluatee

Signing this form indicates a conference has been held regarding the goals and objectives of the evaluatee.

Evaluatee

Evaluator

Copies to: Evaluatee
Evaluator

Retyped: dw
10/05



HUMAN RESOURCE SERVICES

APPENDIX D

MODIFICATION OF EVALUATEE GOALS AND/OR OBJECTIVES

<u>Name</u>	<u>School or Office</u>	<u>Grade or Subject</u>	<u>Date</u>
-------------	-------------------------	-------------------------	-------------

I. MODIFICATON OF GOALS AND/OR OBJECTIVES

II. ADDITONAL INDIVIDUAL GOALS AND/OR OBJECTIVES

Copies to: Evaluatee
Evaluator

Retyped: ch
3/08



HUMAN RESOURCE SERVICES

APPENDIX E

EVALUATEE SELF-EVALUATION

A copy of this form is to be completed prior to the Evaluatee's Evaluation Conference. It is to be brought to the conference, discussed, and returned to the evaluatee at the end of the conference.

_____	_____	_____	_____
Name	School or Office	Grade or Subject	Date

- I. Make a statement concerning the extent to which your goals and/or objectives are being attained.

- II. Support your statement with examples where applicable (specify outcomes or results; i.e., those indicated as anticipated in the Goals and/or Objectives Agreement).

- III. Suggestions for further attainment of goals and/or objectives.

Copies to: Evaluatee
Evaluator

Evaluatee



HUMAN RESOURCE SERVICES

Date: _____
Time In Classroom: _____ to _____

APPENDIX F
LESSON ANALYSIS

Evaluatee Observed

Grade, Subject Area, Ability Level

Evaluatee's Objective: What did you want the students to learn?

Degree of Attainment of Objective:

S = SATISFACTORY N = NEEDS TO IMPROVE U = UNSATISFACTORY

Comments:

(Continued on back)

	S	N	U
Teacher-Pupil Relationships	_____	_____	_____
Personal Characteristics	_____	_____	_____
Professional Attitude	_____	_____	_____
Suitable Learning Environment	_____	_____	_____
Instructional Techniques, Skills, and Strategies	_____	_____	_____
Other _____	_____	_____	_____

Comments:

Conference Date _____

Evaluatee

Evaluator

Copies to: Evaluatee
Evaluator

A copy of this "Lesson Analysis" will be placed in your personnel file. You have the opportunity to review and comment thereon in accordance with Education Code, Section 44-44031, if you so desire. Ten (10) days from the date of this "Lesson Analysis," this document and your written response, if any, will be placed in your personnel file.

Retyped: dw
10/05



HUMAN RESOURCE SERVICES

School Year _____

APPENDIX G-1

CERTIFICATED INSTRUCTIONAL PERSONNEL EVALUATION

Evaluatee's Name		_____ Interim Evaluation
School or Office		_____ Final Evaluation
Assignment	PROBATIONARY _____ First Year _____ Second Year	_____ Permanent _____ Temporary Contract _____ Special Contract

	<u>Rating</u>	<u>Explanation of Rating Symbols</u>
Teacher Pupil Relationships	_____	S SATISFACTORY. Meets or exceeds expectations of the Long Beach Unified School District.
Personal Characteristics	_____	
Evidence of Sound Professional Attitude and Judgment	_____	N NEEDS TO IMPROVE. Does not yet meet the Long Beach Unified School District's expectations but appears to have potential for improvement.
Evidence of Pupil Progress Toward Established Standards	_____	
Instructional Techniques, Skills, and Strategies Used by Employee	_____	U UNSATISFACTORY. Performance is not of the quality acceptable for reemployment in the Long Beach Unified School District.
Adherence to Curricular Objectives	_____	
Suitable Learning Environment	_____	
Performance of Required Services other Than Classroom Instruction	_____	

_____ **Dates of Observations**

EVALUATOR'S COMMENTS:

Continued Service:

_____ Recommended _____ Not Recommended

_____ **Signature of Evaluator**

_____ **Date**

_____ **Date**

_____ **Signature of Other Participants**

_____ **Date**

This evaluation has been discussed with me. Signing this form does not necessarily mean that I agree with all the ratings

_____ **Date of Evaluation Conference**

_____ **Signature of Evaluatee**

You have the opportunity to review and comment thereon in accordance with Education Code Section 44031, if you so desire. Ten (10) days from the date of this "Final Evaluation" this document and your written response, if any, will be placed in your personnel file.

_____ A copy of this "Interim Evaluation" may be placed in your personnel file.

_____ A copy of this "Final Evaluation" will be placed in your personnel file.

(Continued on Back)

You have the opportunity to review and comment thereon in accordance with Education Code, Section 44031, if you so desire. Ten (10) days from the date of this "Final Evaluation" this document and your written response, if any, will be placed in your personnel file.

CERTIFICATED INSTRUCTIONAL PERSONNEL EVALUATION

Areas of Needed Improvement:

Suggestions and Procedures for Helping the Evaluatee Improve:

Evaluatee's Response:

Copies To: Human Resource Services
Evaluatee
Evaluator

Retyped: dw
10/05

CERTIFICATED ADMINISTRATIVE/SUPERVISORY PERSONNEL EVALUATION

Areas of Needed Improvement:

Suggestions and Procedures for Helping the Evaluatee Improve:

Evaluatee's Response:

Original to: Human Resource Services

Copy to: Evaluatee
Evaluator



APPENDIX G-3

CERTIFICATED SUPPORT SERVICES PERSONNEL EVALUATION

<hr/> Evaluatee's Name	PROBATIONARY	PERMANENT _____
	1 st Year _____	
	2 nd Year _____	
	3 rd Year _____	

<hr/> School or Office	<hr/> Assignment
-------------------------------	-------------------------

	<u>Rating</u>		<u>Explanation of Rating Symbols</u>
Evaluatee-Pupil Relationships	_____	S	SATISFACTORY. Meets or exceeds expectations of the Long Beach Unified School District.
Evaluatee-Staff Relationships	_____		
Personal Characteristics	_____	N	NEEDS TO IMPROVE. Does not yet meet the Long Beach Unified School District's expectations but appears to have potential for improvement.
Evidence of Sound Professional Attitude and Desire to Strengthen Abilities	_____		
Evidence of Professional Skill	_____	U	UNSATISFACTORY. Performance is not of the quality acceptable for reemployment in the Long Beach Unified School District.
Performance of Required Services Other than Regular Assignment	_____		

Dates of Observations

EVALUATOR'S COMMENTS:

Continued Service:

_____ Recommended _____ Not Recommended

<hr/> Signature of Evaluator	<hr/> Date	<hr/> Signature of Other Participants	<hr/> Date
-------------------------------------	-------------------	--	-------------------

This evaluation has been discussed with me. Signing this form does not necessarily mean that I agree with all the ratings.

<hr/> Date of Evaluation Conference	<hr/> Signature of Evaluatee
--	-------------------------------------

You have the opportunity to review and comment thereon in accordance with Education Code Section 44031, if you so desire. Ten (10) days from the date of this "Final Evaluation" this document and your written response, if any, will be placed in your personnel file.

CERTIFICATED SUPPORT SERVICES PERSONNEL EVALUATION

Areas of Needed Improvement:

Suggestions and Procedures for Helping the Evaluatee Improve:

Evaluatee's Response:

Original to: Human Resource Services

Copy to: Evaluatee
Evaluator

APPENDIX H

GLOSSARY

Assessment Criteria

Demonstrable levels of performance upon which a judgment or decision may be based

Calendar

Adopted statement defining student attendance days, staff working days, periods of vacation and legal holidays

Constraints

Those parameters which limit a pupil's progress

Enrich

Increase the intellectual levels and the depth of treatment of a learning experience

Evaluatee

One who is evaluated

Evaluation

The process of making unbiased analysis of data concerning the professional accomplishments and competencies of a certificated employee based on a broad knowledge of and the evidence at hand in the area of performance involved, the characteristics of the situation of the individual being evaluated, and the specific standards of performance pre-established for the position.

Evaluator

One who evaluates

Goal

A statement of broad direction or intent which is general and timeless and is not concerned with a particular achievement within a specified time period

Guidelines

Framework developed by the Constitution, the Legislature, the State Board of Education, and local boards of education; parameters delineating appropriate human behaviors

Job Description

A list of duties to be performed under a specific title

Modification (of goals and objectives)

A reevaluation or adjustment of standards of performance based on changing conditions and circumstances

Objective

A devised accomplishment that can be verified within a given time and under specifiable conditions which, if attained, advances the system toward a corresponding goal

Observation

Viewing of an evaluatee's performance

Office

A jurisdictional area charged with particular responsibilities for the effective operation of a segment of the educational system

Other Duties

Those actions, in addition to instructional or regular assignments, normally required of a position as assigned and/or described in the job description, that are necessary to enable the class, school, or school district to accomplish its objectives

Permanent Employee

One who has attained tenured status in the district

Philosophy

A composite statement of the relationship between the individual and society based upon beliefs, concepts, and attitudes from which the goals and objectives of the district are derived

Probationary Employee

A person who has not attained permanent status

Professional Growth

Continuing improvement and education by which the individual becomes more knowledgeable and effective in his/her position

Proper Control

A suitable exercise of influence over an individual or a group in order to facilitate learning opportunities

Reinforce

To strengthen with additional force, materials, and experience

Regular Assignment

Those responsibilities which are described in the job description

Self-Evaluation

An individual's assessment of his/her attainment of goals and objectives and his/her strengths and/or weaknesses

Site Administrator

Person charged with the responsibility for a given office or school

Standard of Performance

An authoritative or mutually established level of accomplishment

Student Control

The management of learners in such a way that the aims or activities are effectively achieved

Success (built in)

To insure in a lesson success for students in relation to their abilities and levels of achievement

Suitable Learning Environment

An adequate or proper set of conditions which facilitate opportunities for learning

Support Services

Resources that support the attainment of success in student behavior

Uniform System of Evaluation

A system of evaluation that applies the same guidelines in a consistent manner to all employees of each type or class of certificated employees

Appendix I

ESSENTIAL ELEMENTS OF INSTRUCTION

TEACH TO AN OBJECTIVE

Formulating an Objective

- .what the learner is to learn
- .what activity (behavior) the learner is to do
- .a statement of the condition
- .a statement of the performance level

Concept of Relevancy

Teacher Actions

- .provide information
- .ask questions
- .design activities
- .respond to learners

Taxonomy

- .knowledge
- .comprehension
- .application
- .analysis
- .synthesis
- .evaluation

SELECTING OBJECTIVES AT THE CORRECT LEVEL OF DIFFICULTY

Task Analysis Process

- .state the objective
- .clarify the learning
- .list the essential learnings
 - brainstorm
 - impeach
- .sequence the learnings
- .restate as diagnostic questions

The Diagnostic and Prescriptive Process

- .determine the topic
- .formulate/state the objective
- .write the task analysis
- .design the diagnostic survey
- .administer the test
- .interpret the survey
- .cluster the learners
- .write the prescription/plan the lesson
- .teach the lesson
- .evaluate - begin again

Monitor and Adjust

- . elicit overt behavior
- . check overt behavior
- . interpret overt behavior
- . act on interpretation

APPROPRIATE USE OF PRINCIPLES OF LEARNING

AFFECTS FOCUS AND TRANSFER

Anticipatory Set

- . success
- . level of concern
- . interest or relevant to the learning
 - novel/vivid
- . knowledge of results
 - specific/immediate
- . feeling tone
 - pleasant
 - unpleasant
 - neutral

AFFECTS RATE AND DEGREE

Closure

Active Participation

- . overt
- . covert
- . should be consistent not eventual

Reinforcement

- . positive
- . negative
- . extinction
 - peaking

AFFECTS RETENTION

Meaning

- . related to a similar past experience
- . translate into another form
- . of what use will this be to me?

Modeling

- . correct demonstration presented to learners
- . criteria that makes demonstration correct is known by the learner

Practice

- .massed for a new learning
- .best when sessions are short and often
- .intermittent for a prior learning

Mnemonic Devices

TRANSFER - Anticipatory Set

- .related to a similar past experience
- .learner is actively involved
- .congruent or relevant to the learning

Definitions

- analysis--the level of thinking in which the complex whole is separated into its parts. (Level four of taxonomy)
- anticipatory set--a principle of learning which focuses the minds of the learners on the learning which is to come and ties previous learnings to the new learning.
- application--the level of thinking in which the learner uses his knowledge in a new situation, or to find solutions to problems. (Level three of taxonomy)
- behavior--an essential part of an objective that states how the student will demonstrate what he/she has learned.
- brainstorm--a step in formulating a task analysis which identifies any possible learnings which may be needed to reach a final objective.
- closure--a principle of learning which provides the learner with the opportunity to reflect on what has transpired, for the purpose of achieving clarification and insight.
- comprehension--the level of thinking involving understanding demonstrated through translation, interpretation or extrapolation. (Level two of the taxonomy)
- condition--part of a formalized objective stating circumstances necessary for the learning and/or behavior to take place.
- covert--unobservable, mental, not seen or heard. (Words that trigger covert active participation - think, picture, recall, imagine, read)
- Diagnosis and Prescriptive Process--process of ascertaining the appropriate learning for the learner.
- Elements of Instruction--the instructional skills essential to effective teaching: 1) selecting an objective at correct level difficulty, 2) teaching to an objective, 3) monitoring and adjusting, and 4) using the Principles of Learning such as: anticipatory set, motivation, active participation, reinforcement, meaning, modeling, practice, and closure.
- evaluation--the level of thinking in which the learner makes a judgment based on sound internal or external criteria. (Level six of the taxonomy)
- extinction--the absence of a perceived reinforcer.
- feeling tone--a variable of motivation which refers to the mood established in the environment.

impeach--question; challenge. (For the purpose of labeling as essential or non-essential to the achievement of an objective)

interest--a variable of motivation which utilizes novel or vivid ways of presenting a learning.

intermittent--when a reinforcer occurs periodically, distributed.

knowledge--the level of thinking requiring student to demonstrate ability to recall, remember, or recognize information. It is the rote memory level of cognition. (Level one of the taxonomy.)

knowledge of results--a variable of motivation in which the learner is given specific and immediate feedback.

learning--an essential part of an objective that states what is to be learned. Names the specific content and the level of cognition.

massed--when something occurs with great frequency or regularity.

meaning--a variable of retention a teacher can use by relating the information to background experiences, translating learning into other forms, and/or establishing a purpose so that students know of what use the learning will be.

mnemonic devices--ways of triggering long-term memory.

modeling--presentation of an example or a demonstration of a learning to students. When used in initial stage of learning model should be correct and criteria that make it correct made known to observer.

Monitor and Adjust--one of the Elements of Instruction. The teacher checks the student's learning and adjusts their teaching accordingly.

motivation--a principle of learning used to initiate and maintain learners focus on the learning.

negative reinforcer--anything an individual does not want or desire to the extent that he/she will modify a behavior to avoid its delivery.

objective--specific and measurable. A formal objective consists of four parts: 1) what the learner is to learn (learning), 2) what activity the learner is to do (behavior), 3) the condition for learning (condition), and 4) what level of performance is expected (performance level).

overt--observable, physical, seen and/or heard. (Examples: write, choral response, signal, discuss, illustrate.)

performance level--part of a formal objective; stating the level of mastery desired.

positive reinforcer--anything the recipient wants or needs to the extent that he/she will maintain and/or strengthen a behavior in order to bring about its delivery.

practice--principle of learning that promotes retention:
-intermittent
-massed

Principles of Learning--one of the Essential Elements of Instruction. Use of these affects the rate and degree, focus, transfer, and retention of learning.

reinforcement--a Principle of Learning which enhances the rate and degree of learning (positive, negative, extinction). The relationship between a behavior and a reinforcer.

relevancy--the concept which underlies teaching to an objective in which there is a one-to-one correlation between the learning and teacher behaviors.

responses to the efforts of the learners--one of the teacher actions or behaviors in teaching to an objective in which the teacher provides feedback for the efforts of students with the learning.

retention--remember: an effect which can be achieved through the use of such principles as meaning, modeling, practice.

Select Objective at Correct Level of Difficulty--one of the Elements of Instruction. Ability of teacher to identify sequential components of a learning and to match the learners with the learning.

sequence the learnings--dependent sequence (those learnings in a task analysis which are contingent upon each other), or independent sequence (those learnings not contingent upon each other but may be inserted with the task analysis where desired).

success--a variable of motivation in which a learning is challenging yet still achievable.

synthesis--the level of thinking in which the learner puts parts together to form a new whole, level of invention. The creative level of thinking. (Level five of the taxonomy)

task analysis--a sequential list of the essential enroute objectives leading to the achievement of terminal objective.

Teaching to an Objective--one of the Elements of Instruction. Teacher-generated activities, information, questions, and responses which are congruent to the achievement of the objective.

transfer--when past learnings affect present learnings.