



**LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN**

TITLE: Performance Evaluation for UTLA Bargaining Unit Personnel

NUMBER: BUL-5335.3

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POLICY: This Policy Bulletin provides direction to administrators regarding the performance evaluation system applicable to UTLA-represented certificated bargaining unit personnel for 2014-15.

MAJOR CHANGES: This Policy Bulletin replaces Human Resources Division BUL-5335.2 of the same subject dated October 21, 2013 and provides guidance on procedures for School-Based Instructional Personnel performance evaluations.

GUIDELINES: The following guidelines apply.

I. IMPLEMENTATION OF PERFORMANCE EVALUATION PROCESSES FOR THE 2014-2015 SCHOOL YEAR

During the 2014-2015 school year, the District will continue to implement the Teacher Growth and Development Cycle (TGDC) as the performance evaluation process for all teachers of K-12 students, including Special Education Resource teachers and Special Day Program teachers. In 2014-2015, early education teachers (SRLDP and Early Education Center teachers) will also be evaluated with the TGDC.

The TGDC, which includes a web-based technology platform to assist teachers and administrators in documentation of important aspects of the evaluation process, encourages employee self-assessment, ongoing reflection and professional growth, and thorough observation of classroom practice. The provisions of Article X of the LAUSD-UTLA Collective Bargaining Agreement, together with the provisions of the 2012 Evaluation Procedures Supplement to Article X (“the Supplemental Agreement”), remain applicable under the TGDC. Pilot schools have the option to

<p>ROUTING All Employees All Locations</p>



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implement performance evaluations above and beyond what is outlined in Article X together with the provisions of the 2012 Evaluation Procedures Supplement to Article X (“the Supplemental Agreement”), and should refer to their Instructional Directors for further guidance.

Other certificated positions (State Preschool Program teachers, Special Education teachers in Early Education Centers, Adult and Career Education teachers, academic coaches, teacher librarians, coordinators, deans, and counselors) as well as school-based support services personnel (school psychologists, PSA Counselors) will **not** be covered by the TGDC for the 2014-2015 school year, but will continue to be evaluated under the Article X provisions including the required changes addressed in the Supplemental Agreement.

Summary Chart

	Category	Personnel	Teacher Growth and Development Cycle (TGDC)	Performance Evaluation for Certificated Personnel not Participating in TGDC
School-Based Personnel	Instructional Personnel	<ul style="list-style-type: none"> • K-12 classroom teachers • Special Education Resource teachers • Special Day Program teachers • Early Education teachers (SRLDP/ Early Education Center teachers 	✓ See page 5	



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		<ul style="list-style-type: none"> • Adult and Career Education teachers • Special Education teachers in Early Education Centers • State Preschool Program teachers 		✓ See page 13
		Out of classroom teacher positions (teacher advisors, deans, counselors, academic coaches, teacher librarians and coordinators).		✓ See page 13
	Support Services Personnel	Permanent Health and Human Services Personnel (School Psychologists, PSA Counselors, etc.)		✓ See page 13



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Non-School Based, Non-Instructional Personnel		Health and Human Services Personnel who report centrally or to ESCs	No changes until further notice	
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II. SUPPLEMENTAL AGREEMENT

The Supplemental Agreement is an important addition to Article X of the LAUSD-UTLA Collective Bargaining Agreement (the “CBA”). The Supplemental Agreement was ratified by UTLA members on January 19, 2013 and adopted by the Board of Education on February 12, 2013. The Supplemental Agreement was a result of the *Doe v. Deasy* Court Order enforcing the requirements of the Stull Act, by compelling the District to evaluate teacher performance as it reasonably relates to student growth and progress toward District standards and State standards for pupil achievement, as measured by State-adopted criterion-referenced student testing results under the California State Testing program (the “CSTs”) and also to any future criterion-referenced State-mandated replacements or additions to the CSTs. The previous Article X of the CBA remains in full force and effect, together with the additional terms set forth in the Supplemental Agreement. This is true for all instructional employees, and not just those evaluated with the TGDC.

According to the Supplemental Agreement, “the student progress data ... shall be treated as part of the evaluation process for all employees for whom such data is available, and included in the initial planning sheets as appropriate.”

Given the recent changes in California’s testing program, CST data are no longer available. The Supplemental Agreement directly addresses this development by requiring that non-CST-based student progress data be reviewed in a teacher’s evaluation. As changes to the state testing program are implemented, “any future criterion-referenced State-mandated replacements ... to the CSTs” will be utilized. The applicable data that may be reviewed for the 2014-15 school year include:

- A. Non-Criterion-Referenced Student Achievement Data:
 - Such data will be used as measurements of student progress and will be the primary student progress assessment data point for employees. Examples of such data sources include the following:
 - 1. Periodic/benchmark assessment data, where available and appropriate to the students and curriculum, such as Periodic Assessments and DIBELS, and other standards-based assessment data/student work samples, projects, portfolios;



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2. Assessment data that document pupil performance, such as an Independent Reading Level assessment, Developmental Reading Assessment, Qualitative Reading Inventory, and the like;
 3. Pre- and post-assessment data, such as at the start and culmination of a semester or other unit of study;
 4. Curriculum-based examinations and similar culminating activities; and
 5. For IEP students, various diagnostic assessments to measure progress toward previously-identified goals.
- B. School-Level Non-Criterion-Referenced Goals for Pupil Progress and Achievement (Optional for All Teachers): Performance objectives and strategies may be developed to reflect individual and group roles in District and School-wide priorities and areas of focus, and methods of measuring such efforts. Examples of such matters, all of which represent data-measurable indicators of student progress and achievement, include:
1. Attendance rates;
 2. Suspension rates;
 3. English Language Learner (ELL) progress and reclassification rates;
 4. Standard English Learner (SEL) progress;
 5. Class grades and percentages of passing students;
 6. A-G course enrollment and passage rates;
 7. Graduation/Drop-out rates;
 8. Advanced Placement course enrollment and passage rates;
 9. International Baccalaureate exam passage rates; and
 10. Other school-wide data, such as CAHSEE results and API scores.

III. TEACHER GROWTH AND DEVELOPMENT CYCLE (TGDC)

A. Background

The Teacher Growth and Development Cycle (TGDC) is a multiple measures evaluation system for enhancing teacher practice. TGDC encourages employee self-assessment, reflection, and professional growth. The process includes classroom observations and feedback that describe and recognize clear expectations for effective teaching and supports objective and consistent ratings of teacher practice. During the 2014-2015 school year, the TGDC will include the following measures:

1. *Classroom observations* (in conjunction with the traditional professional responsibilities evaluation factors covering other aspects of classroom and non-classroom performance described in Article X and the Supplemental Agreement of the UTLA contract) based on the LAUSD Teaching &



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Learning Framework, which provides all teachers and school leaders with a common definition of effective instruction and is the basis of more specific and detailed feedback.

2. *Data-driven student learning outcomes* as adopted in the Supplemental Agreement to Article X of the UTLA contract.
3. *Student survey administration*. Teachers participating in TGDC will be required to administer surveys to all their students (grades 3-12). Survey results will be confidential and for teacher feedback only. The results are meant to inform teacher practice and support a teacher's growth and development. Results will not be incorporated in a teacher's final evaluation.
4. *Artifact collection that demonstrates a teacher's contributions to school community*. Teachers and principals will have the opportunity to upload evidence on the MyPGS platform that represents how teachers engage families in the education of their children and how they collaborate with their peers to promote a culture of professional inquiry at their school sites. Evidence collected will be used for reflective purposes and will not be incorporated in a teacher's final evaluation.

B. Frequency of Evaluation

In recognition of the time and effort needed for both the site administrator and teacher in implementing the Teacher Growth and Development Cycle, and the data-driven measurements of student progress, the District is authorizing evaluators to defer evaluations for the 2014-2015 school year for approved eligible employees with ten (10) or more years of satisfactory service in LAUSD. This would be accomplished by extending the period of time between the most recent evaluation and the next scheduled evaluation from the previous pattern of every two years to as many as five years.

In order to manage workload, the District advises administrators to consider a multi-year plan for evaluating all employees on a school site. It is recommended that the multi-year plan be shared with teachers so they can anticipate when they will next be evaluated. Administrators should keep in mind evaluation obligations and the makeup of their staffs when making decisions about deferrals.

The following non-permanent and qualifying personnel shall be evaluated at least once each school year:



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- Probationary (B1, B2)
- District Intern (G1, G2)
- University Intern (F1, F2)
- Temporary Contract Personnel (K-1)
- Qualifying Personnel (Q1, Q2)
- Provisional (V1)

Personnel who receive an overall “Below Standard Performance” rating in any given year must be evaluated the following year. In addition, they are ineligible for employee-initiated transfers or additional assignments and leaves as detailed in Article X, Section 12.0 of the District-UTLA Agreement.

In general, a goal should be to evaluate no less than 25% of a school’s staff in a given year, but the actual number will vary by school depending upon the number of faculty with fewer than 10 years of experience in LAUSD and the number of those with 10 or more years of experience who meet the criteria for deferral.

Any such deferral/extension requires discretionary written agreement between the principal and the employee, and any such agreement is revocable at any time at the discretion of either the principal or the employee with written notice, as provided in Article X, Section 3.0b. In particular, any such deferral may be revoked and an evaluation scheduled if at any time in the future the principal concludes that an earlier evaluation is advisable. In addition, principals should be mindful of the potential workload in future years and balance deferrals accordingly.

Any employee with 10 or more years teaching experience in LAUSD should meet all of the following descriptions in order to be considered for deferral (if records are not readily available, Instructional Directors should be contacted for guidance):

1. Employee has 10 or more years of experience in LAUSD, has been evaluated at least once in the past four years, and each of the three most recent evaluations resulted in overall MEETS STANDARDS ratings, and with no ratings or comments indicating significant performance issues;
2. Employee has no outstanding warnings regarding performance or conduct issues, and has not in the most recent four years received a NOTICE OF UNSATISFACTORY ACT OR SERVICE;
3. Employee has fewer than 13 unprotected absences in the past year; and
4. The principal has full confidence in the ability and performance of the employee and is satisfied that there is no evidence for denial and no reason to follow-up with another evaluation during the extension period being



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considered.

C. Instructional Personnel to be Evaluated

During the 2014-2015 school year, K-12 classroom teachers, Special Education Resource teachers, Special Day Program teachers, and early education teachers (SRLDP and Early Education Center teachers) will be evaluated using LAUSD's Teacher Growth and Development Cycle, which provides for regular evaluation documentation to be entered in a web-based technology platform called My Professional Growth System (MyPGS). MyPGS can be located at the following site: <https://lausd.truenorthlogic.com>. All administrators responsible for evaluation of their TGDC-eligible staff and evaluated teachers are required to utilize the MyPGS platform for documentation of evaluation activities. Required forms for the evaluation process are available under the Resources tab on the MyPGS platform.

Adult and Career Education teachers, State Preschool Program teachers, Special Education teachers in Early Education Centers, out of classroom teacher positions (i.e.: academic coaches, teacher librarians, coordinators, deans, and counselors) and Support Service Personnel **will not** be evaluated with the Teacher Growth and Development Cycle during the 2014-15 school year. See page 13 for additional information.

D. Administrators Responsible for Evaluations

Principals are responsible for evaluating teachers serving at school sites. Teachers who are scheduled to be evaluated and who then transfer or go on a leave of absence after the first semester or equivalent number of weeks (approximately 17) shall be evaluated by the site administrator or designee who supervised the teacher prior to the transfer or commencement of the leave of absence.

The principal may delegate portions of the evaluation process to a designee possessing an administrative credential, and may receive input and participation from others such as department chairs or coaches (see Article X, Section 2.0), but retains the overall responsibility and personally must authorize the final evaluation report in the MyPGS system.

E. Identification of Employees to be Evaluated

To begin the evaluation process for employees under the TGDC, administrators should access and review their online roster of employees via the MyPGS platform and reference the Employee Evaluation Reports found on **MyTeam**.



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Using these reports, the District’s deferral guidelines, and keeping in mind evaluation obligations (refer to *Frequency of Evaluation* pages 6 & 7), administrators should identify and mark the employees required to be evaluated in 2014-2015 in the online roster on the MyPGS platform. Principals are encouraged to indicate the anticipated year of evaluation for all teachers being deferred. Teachers not eligible for TGDC (i.e.: out of classroom teachers such as instructional coaches, coordinators, coaches, etc.) should be marked as “Not eligible for TGDC.” Detailed user guides on staff rostering and on how to use the MyTeam tool can be found on the home page of MyPGS under **Staff Rostering Resources**.

F. Sequence of Events

The following section is an overview of the sequence of events included in the TGDC. The Teacher Growth and Development Cycle includes a series of reflection activities, formal and informal observations, conferencing opportunities, and professional goal setting activities, all of which are aimed at helping to identify strengths and opportunities for improving teacher practice. Refer to the Teacher Growth and Development Cycle Protocols for a detailed review of the steps, protocols and the recommended due dates included in the TGDC process. The document can be found on the MyPGS platform as well as at <http://achieve.lausd.net/TalentManagement>.

1. Initial Planning Sheet

- a. The Initial Planning Sheet (IPS) should be accessed and completed by the employee on the MyPGS platform to reflect the employee’s proposed objectives and strategies. Once it has been completed, the employee must sign off via the MyPGS platform using an E-signature to submit the Initial Planning Sheet to the evaluator. The MyPGS platform sends an email notification to the evaluator that the Initial Planning Sheet has been submitted.
- b. The evaluation of performance should include, but not be limited to, the employee’s responsibilities as set forth in the class description and other standards such as those described in Article X, Section 4.1 of the District-UTLA Agreement, and also reflect the required focus elements of TGDC.
- c. The Supplemental Agreement to Article X requires that a teacher include at least one data-driven objective and strategy in the Initial Planning Sheet.



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- d. The administrator may identify additional objectives and strategies to the Initial Planning Sheet.
- e. If the Initial Planning Sheet is not returned to the administrator in a timely manner, the administrator may create an Initial Planning Sheet for the employee, the contents of which must be discussed at the Initial Planning Conference.

2. Initial Planning Conference

- a. Article X, Section 4.0 of the District–UTLA Agreement states: “Soon after commencement of the academic year the evaluator and employee shall work cooperatively to establish the employee’s objectives for the year. This shall be accomplished through one or more planning conferences to discuss objectives.”

An initial planning conference should be held by the evaluator with the employee no later than the end of the eighth (8th) week of the employee’s regular assignment basis, whether assigned to a year-round school or to a school on a single-track calendar.

- b. Administrators should discuss and emphasize in the Initial Planning Conference the criteria to be used in the Final Evaluation Report. Administrators may identify additional objectives to be included on the Initial Planning Sheet, and may revise any of the objectives/strategies previously proposed either by the employee or administrator. Any such revisions are to be discussed with the employee. Once the objectives have been determined, the administrator must sign off via the MyPGS platform using an E-signature to accept the employee’s Initial Planning Sheet.
- c. If there is unresolved disagreement concerning the objectives or any subsequent modifications to the objectives that may be suggested by either party and/or determined by the administrator, the employee may note that objectives were not the product of mutual agreement and may also appeal the matter to the next higher administrative level in accordance with the District-UTLA Agreement, Article X, Sections 4.2 and 4.3.

3. Observation of Practice

- a. A minimum of two formal observations should be conducted during the



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evaluation cycle. Each formal observation should be preceded by a pre-conference and followed by a post-conference. The evaluator should provide the employee with feedback and ratings on the planning process and observation of teaching practice based on objective evidence collected during the pre-conference, observation and post-conference. Evidence should be aligned to the focus elements of the TGDC. Evidence and ratings should be entered in the MyPGS platform.

- b. In addition to the two formal observations, supplemental formal observations may be conducted throughout the evaluation cycle, providing more opportunities for formal evidence collection and feedback. Evidence collected during the observation should be aligned to the focus elements of the TGDC. Supplemental observations may be conducted with or without the lesson plan review and pre-conference, but should include a post-conference. Evidence and ratings should be entered in the MyPGS platform.
- c. A minimum of two Informal Growth Plan Visits (formerly referred to as informal observations) should be conducted during the evaluation cycle. Informal Growth Plan Visits provide the employee with further feedback on objectives identified on the Initial Planning Sheet, as well as on any other teaching practices observed. Similar to formal observations, the evaluator enters evidence from the Informal Growth Plan Visit into the MyPGS platform and aligns the evidence to the element(s) observed. Evidence collected during Informal Growth Plan Visits is not to be rated on the MyPGS platform.
- d. If performance problems are identified through observations or other means, the administrator shall promptly (within four days of the post-observation conference) make written recommendations for improvement, and offer appropriate assistance and guidance, and shall document such matters in writing.
- e. If observation evidence (or other evidence) indicates that an employee may receive a “Below Standard Performance” rating on the Final Evaluation Report, the evaluator should do the following:
 - (1) Contact the Staff Relations Field Director for guidance by **December 19, 2014** (**November 10, 2014** in the case of Track D certificated employees on a 4-Track Calendar) or as soon thereafter as issues may arise.
 - (2) Notify the employee mid-year in writing of the possibility of issuing



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such a rating.

(3) Continue providing assistance and guidance to the employee.

4. Final Summary Conference

- a. The evaluator shall prepare, complete and issue the Final Evaluation Report on the MyPGS platform not less than thirty (30) calendar days before the last regularly scheduled school day of the employee's scheduled work year in which the evaluation takes place. Refer to the appropriate payroll calendar for ending dates of tracks so that the forms are completed within the required time frames. When a Final Evaluation Report is marked "Below Standard Performance," the evaluator shall specifically describe in writing the area(s) of Below Standard Performance, together with recommendations for improvement, the assistance given, and the assistance to be given.
- b. If there is more than one evaluator responsible for the evaluation, both evaluators must sign off on the form via the MyPGS platform.
- c. Prior to the end of the school year, the evaluator shall hold a conference with the employee to discuss contents of the Final Evaluation Report. A printed copy of the report shall be given to the employee at this conference. **Evaluations shall not be considered a public record.**

5. Filing and Retention of Final Evaluation Report

- a. Final Evaluation Reports for Certificated Instructional Personnel
 - (1) Print one copy of the final evaluation document for use during the final conference with the employee.
 - (2) At the conclusion of the final evaluation conference the evaluator and employee will both sign off on the Final Evaluation Report via the MyPGS platform using an E-signature. The employee is to be issued a printed copy and a copy of the signed final document is to be retained at the work site as well.
 - (3) **The Final Evaluation Report must be filed electronically through the online process at least thirty (30) calendar days before the last regularly scheduled school day of the employee's scheduled work year.**
- b. "Below Standard Performance"

In the event that the overall evaluation is marked "Below Standard



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Performance,” the signed final document must be sent to Human Resources Division, Staff Relations, Beaudry Building, 14th floor, for inclusion in the personnel service folder of the employee. A copy of the signed final document is to be retained at the work site.

c. Written Responses

Written responses from the employee should be attached to a copy of the Final Evaluation Report and forwarded to Human Resources Division, Staff Relations, Beaudry Building, 14th floor, for inclusion in the personnel service folder of the employee.

IV. PERFORMANCE EVALUATION FOR EMPLOYEES NOT COVERED BY THE ABOVE TGDC-RELATED PROVISIONS

A. Personnel to be Evaluated and Required Forms

1. Instructional Personnel

In the 2014-2015 school year Adult and Career Education teachers, State Preschool teachers, Special Education teachers in Early Education Centers, and all out of classroom teaching positions will continue to be evaluated with documentation and guidelines as in the past.

As in the past, administrators shall continue to utilize the online Certificated Performance Evaluation System (CPES) for the above-described personnel.

Forms to be used in conjunction with the online evaluation are listed as follows:

- Initial Planning Sheet, Form 1024 (www.teachinla.com HR Forms)
- Observation/Conference Sheet, Form 1025 (www.teachinla.com HR Forms)
- Final Evaluation Report Form (accessed and completed online for Permanent, Probationary and Intern teachers)
- Form 1022 (accessed and completed online for Provisional contract teachers)

The report is based upon the K-12 academic content standards in the appropriate grade span of the core academic subject area in which the teacher is assigned.



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2. Support Services Personnel

For the purpose of performance evaluation, employees assigned in classes paid on the Special Services Salary Table (except those with “teacher” or “instructor” in the title) shall be considered service personnel, including School Psychologists and Pupil Services and Attendance (PSA) Counselors. Also included are employees in classes paid on the Preparation Salary Table who teach less than half-time, School Nurses, Teacher Advisers, Academic Coaches, Library Media Teachers and others with class codes 0704, 0706 and 0707.

Final evaluation reports for Support Services Personnel are completed through the same online process as instructional personnel described in the preceding subsection 1. Forms to be used in conjunction with the online evaluation are listed as follows:

- Initial Planning Sheet, Form 1072 (www.teachinla.com HR Forms)
- Observation/Conference Sheet, Form 1073 (www.teachinla.com HR forms)
- Evaluation of Service Personnel, Final Evaluation Report (accessed and completed online)

B. Frequency of Evaluations

District policy provides that permanent personnel shall be evaluated at least every other year. Highly qualified permanent employees who have been employed by the District as a full-time teacher for at least ten (10) years may, in the joint discretion of the evaluator and the employee, extend the frequency of evaluations beyond the two-year period up to five (5) years. Administrators should discuss and review any potential extensions of the evaluation window with their supervisors prior to communicating approval to an employee. Any arrangement to extend the evaluation cycle should be based on multiple factors that indicate high quality performance by the employee and may be withdrawn by either party at any time, provided:

- Written notice is provided by the withdrawing party identifying the cause or reason.
- Such notice is given before the end of the school year or no later than the beginning of the evaluation process for the new school year.

Non-permanent and qualifying personnel shall be evaluated at least once each school year, including the following:



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- Probationary (B1, B2)
- District Intern (G1, G2)
- University Intern (F1, F2)
- Temporary Contract Personnel (K-1)
- Qualifying Personnel (Q1, Q2)
- Provisional (V1)

Personnel who receive a “Below Standard Performance” rating in any given year must be evaluated the following year. In addition, they are ineligible for employee-initiated transfers or additional assignments and leaves as detailed in Article X, Section 12.0 of the District-UTLA Agreement.

C. Administrators Responsible for Evaluations

Principals are responsible for evaluating teachers serving at school sites, subject to participation of other employees as provided in Article X, Section 2.0. For administrative units at non-school sites, the immediate administrator is responsible for evaluating instructional personnel serving at or assigned to that site.

Teachers who are scheduled to be evaluated and who then transfer or go on a leave of absence after the first semester or equivalent number of weeks (approximately 17) shall be evaluated by the site administrator or designee who supervised the teacher prior to the transfer or commencement of the leave of absence.

For service personnel such as School Nurses, School Psychologists, Pupil Service and Attendance Counselors, and other non-school based service personnel, the immediate administrator or designee is responsible for their evaluation. Evaluation of school-based service personnel, excluding Library Media teachers, shall be done by consultation between the school administrator and the technical supervisor of the employee, if any, prior to either one issuing the final evaluation.

Library Media teachers are to be evaluated by the administrator of the site to which they are assigned.

The administrator may delegate portions of the evaluation process to a designee possessing an administrative credential, or to others in compliance with Article X, Section 2.0, but retains the overall responsibility and personally must submit the final evaluation report through the online process.

D. Procedures



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In order to begin planning the evaluation of employees, administrators should access and review the online roster of employees. The evaluation status for each employee will be listed under the Options column. All administrators should meet with their supervisors to determine evaluation goals, consider the number of evaluations to be completed during the year, and assure that planned evaluations are aligned with overall District expectations. The administrator may determine that a change in the evaluation status for the employee is required and may select from the following list of options:

- Required
- Not Required
- Extended*
- Not at Location
- Retired/Resigned
- On Leave
- Required: Service Form (for service personnel)
- Required: Stull Form (for classroom teachers)
- Required: 1022 Form (for provisional contract employees and long-term substitute teachers)

* An administrator who has mutually agreed with a UTLA represented employee to extend the evaluation period beyond the two-year cycle should select “Extended” and identify the school year to begin the next evaluation cycle. This option should only be utilized if the employee has received a formal evaluation in CPES under the current administrator during the past 3 years.

E. Sequence of Events

1. Initial Planning Sheet

- a. The Initial Planning Sheet shall be provided by the evaluator, completed by the employee to reflect the employee’s proposed performance objectives and strategies, and submitted to the evaluator soon after the commencement of the employee’s regular assignment basis for the academic year.
- b. The evaluation of performance should include, but not be limited to, the employee’s responsibility as set forth in the class description and other standards such as those described in Article X, Section 4.1 of the District-UTLA Agreement.



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- c. The Supplemental Agreement to Article X requires that a teacher include data-driven objectives and strategies in their Initial Planning Sheet. Any data or data reports referred to in the Initial Planning Sheet should be included with the planning sheet.
- d. If the Initial Planning Sheet is not returned to the administrator in a timely manner, the administrator may create an Initial Planning Sheet for the employee, the contents of which must be discussed at the Initial Planning Conference.

2. Initial Planning Conference

- a. Article X, Section 4.0 of the District–UTLA Agreement states: “Soon after commencement of the academic year the evaluator and employee shall work cooperatively to establish the employee’s objectives for the year. This shall be accomplished through one or more planning conferences to discuss objectives.”

An initial planning conference should be held by the evaluator with the employee not later than the end of the eighth (8th) week of the employee’s regular assignment basis, whether assigned to a year-round school or to a school on a single-track calendar.

- b. Administrators should discuss and emphasize in the Initial Planning Conference the criteria to be used in the Final Evaluation Report. Performance objectives developed by an administrator may be included on the Initial Planning Sheet. Once the objectives have been finalized, the administrator shall sign off on the Initial Planning Sheet and furnish a copy to the employee.
- c. If there is disagreement concerning the objectives or any subsequent modifications to the objectives that may be suggested by either party, the employee may note on the form that objectives were not the product of mutual agreement and may appeal the administrator’s determination to the next higher administrative level in accordance with the District-UTLA Agreement, Article X, Sections 4.2 and 4.3. In such cases, the employee’s required signature indicates only receipt and acknowledgement of the stated objectives.

3. Observation, Documentation of Performance and Assistance

- a. Observations should be followed by conferences and performance



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evaluated in relation to the stated objectives. If problems are identified, the evaluator shall:

- (1) Make specific written recommendations for improvement.
 - (2) Offer appropriate assistance and guidance.
 - (3) Provide the employee with a written summary within four (4) working days of the conference documenting the observations, advisory conferences, and assistance offered or provided.
- b. If an evaluator anticipates that an employee may receive a “Below Standard Performance” rating on the Final Evaluation Report, the evaluator should do the following:
- (1) Contact the Staff Relations Field Director for guidance before **December 19, 2014** (November 10, 2014 in the case of Track D certificated employees on a 4-Track Calendar) or as soon thereafter as issues may arise.
 - (2) Notify the employee mid-year in writing of the possibility of issuing such a rating.
 - (3) Continue providing assistance and guidance to the employee.

4. Final Summary Conference

- a. The evaluator shall prepare, complete and issue the Final Evaluation Report (with a copy to the employee) not less than thirty (30) calendar days before the last regularly scheduled school day of the employee’s scheduled work year in which the evaluation takes place. Refer to the appropriate payroll calendar for ending dates of tracks so that the forms are completed within the required time frames. When a Final Evaluation Report is marked “Below Standard Performance,” the evaluator shall specifically describe in writing the area(s) of Below Standard Performance, together with recommendation for improvement, the assistance given, and the assistance to be given.
- b. If there is more than one evaluator responsible for the evaluation, both evaluators must sign the form.
- c. Prior to the end of the school year, the evaluator shall hold a conference with the employee to discuss contents of the Final Evaluation Report. **Evaluations shall not be considered a public record.**

5. Filing and Retention of Final Evaluation Report



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- a. Final Evaluation Reports for Certificated Instructional and Service Personnel
- b. Print one copy of the final evaluation document for use during the final conference with the employee.
- c. At the conclusion of the final evaluation conference the original document is to be signed by both the evaluator and employee. The employee is to be issued the original and a copy of the signed final document is to be retained at the work site.
- d. **The Final Evaluation Report must be filed electronically through the online process at least thirty (30) calendar days before the last regularly scheduled school day of the employee's scheduled work year.**

6. "Below Standard Performance"

In the event that the overall evaluation is marked "Below Standard Performance," the signed final document must be sent to Human Resources Division, Staff Relations, Beaudry Building, 14th floor, for inclusion in the personnel service folder of the employee. A copy of the signed final document is to be retained at the work site.

7. Written Responses

Written responses should be attached to a copy of the Final Evaluation Report and forwarded to Human Resources Division, Staff Relations, Beaudry Building, 14th floor, for inclusion in the personnel service folder of the employee.

8. Distribution of Forms

All required forms for the evaluation process are available online at www.teachinla.com HR Forms.

AUTHORITY: This is a policy of Education Code Sections 44660 – 44665; District-UTLA Agreement Article X and the LAUSD-UTLA 2012 Evaluation Procedures Supplement to Article X.



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- RELATED RESOURCES:** Additional details can be found in Personnel Policy Guide P2 www.teachinla.com. For guidelines for the evaluation of extended day-to-day substitutes and contract employees assigned March 1 or thereafter, refer to Personnel Policy Guide P3 www.teachinla.com. For guidelines for the evaluation of day-to-day substitute teachers, refer to Personnel Policy Guide P4.
- ASSISTANCE:** For assistance on contractual issues please contact the appropriate Local Educational Service Center Staff Relations Field Director. For assistance with the TGDC process or the MyPGS platform contact the appropriate Local Education Service Center [Teaching and Learning Coordinator](#).