

ARTICLE X

Evaluations

A. Introduction

1. The District and the Association mutually agree on the importance of an evaluation system that:
 - a. Acknowledges excellence in teaching, encourages risk-taking and collegiality for professional growth, and supports those needing assistance;
 - b. Is based on standards of excellence that are well known and that are applied with clarity, consistency, and fairness for all teachers;
 - c. Allows administrators, teachers, parents, and students to work together efficiently and effectively to continuously improve education in our schools.
2. This article shall be implemented in accord with the guidelines of the Board Policy 4115. (This policy is included as Appendix I as an attachment to the contract for information purposes but is not subject to the grievance procedure.)
3. In elementary and secondary school, the principal has ultimate responsibility for evaluating staff members. In the secondary schools, the principal may share this responsibility with other site administrators. ~~Department Instructional Leaders at the secondary schools may contribute toward the evaluation of department staff members.~~ **Staff members may choose an alternative evaluator.**
4. By September 30 of each school year, staff members on the formal assessment schedule shall be notified by the Certificated Human Resources office of the name(s) of the person(s) responsible for their evaluation.
5. The responsibilities and duties enumerated in this section are listed to indicate activities that help accomplish the goals of evaluation. It is not necessarily an all-inclusive list. Staff and supervisors are encouraged to design and implement other activities that help fulfill the goals of evaluation.

B. Definitions

1. Professional Development Plan
A document developed by the teacher in consultation with the supervisor describing a teacher's professional growth interests and needs that:
 - a. Covers one to four years of professional activity
 - b. Includes 1-5 long-term professional growth goals that are consistent with school, district, and department goals and priorities

- c. Identifies the California Standards for the Teaching Profession (CSTP) and the California Standards for the School Counseling Profession (CSSCP) related to each professional growth objective; hereafter referred to as the “Standards”
 - d. Identifies specific annual objective(s) to be the focus in the present year and describes activities to be undertaken
 - e. Is updated each year and may be revised at any time, and
 - f. Is kept on file by the teacher and supervisor/evaluator
2. Formal Observation
- A classroom observation by the supervisor/evaluator that:
- a. Is announced at least 2 days in advance
 - b. Is preceded by a conference between supervisor and teacher **unless the parties mutually agree that a pre-conference is not needed.**
 - c. Is at least 30 minutes in length, and
 - d. Is followed by a conference and written report of the supervisor’s comments no later than five school days after the observation
3. Informal Observation
- A classroom observation by a supervisor/evaluator that:
- a. Does not meet one or more of the criteria listed above for a formal observation. Informal observations include drop-ins, visits, or pass-throughs. These are usually short visits, but have no time restrictions.
 - b. For informal observations of more than 10 minutes, the supervisor/evaluator shall provide brief, informal, and meaningful feedback within 3 days to help the teacher reflect on their practice.

C. Evaluation Plans

- 1. Teachers will be evaluated by one of the following plans:
 - a. Plan 1: Staff members who do not have permanent status in the District will be evaluated under Plan 1.
 - b. Plan 2: Two and Four Year Cycles
 - i) Plans 2.2 ~~and 2.2 Peer~~ (two-year cycle): Permanent staff members who are judged by their supervisor(s) to meet all the Standards and who have been in the District fewer than ten years shall be evaluated under Plan 2.2. ~~unless the teacher selects Plan 2.2 Peer~~
 - ii) Plans 2.4 ~~and 2.4 Peer~~ (four-year cycle): Permanent staff members who have been in the District ten years or more and who are judged by their supervisor(s) to meet all the Standards shall be evaluated under Plan 2.4. ~~unless the teacher selects Plan 2.4 Peer~~
 - c. Plans 3 and 4: Permanent staff members who are judged by their supervisor not to meet one or more of the Standards shall be evaluated by Plan 3 or Plan 4. These plans are described in Sections H, I, and J of this Article.
- 2. Required procedures for each plan are listed here. Under no circumstances will any of the evaluation procedures described here prohibit the District from initiating termination procedures at any time for reasons other than unsatisfactory performance, pursuant to the Education Code.
 - a. Plan 1 Required Procedures for Evaluation of Staff Members Not Having Permanent Status

(1) Plan 1 Procedures Required of Staff Members:

- (a) To follow the chronology outlined in Section G (Chronology) for relevant plan.
- (b) To meet with his/her **their** supervisor to discuss progress toward meeting the PAUSD Teaching Performance Standards and/or toward achieving the annual objectives in the professional development plan.

(2) Plan 1 Procedures Required of Supervisors/Evaluators:

- (a) To follow the chronology outlined in Section G (Chronology) for relevant plan.
- (b) To observe the work of the staff member for a sufficient period of time to make an appropriate assessment.
- (c) To make informal classroom observations, announced or unannounced and of any duration, as needed.
- (d) To be sure that no more than two supervisors observe a teacher at the same time.
- (e) To assist the staff member in identifying desired improvements and to develop a program to effect those improvements. If a desired or needed improvement for a staff member is identified, the supervisor shall indicate in subsequent written records whether or not the staff member has effected or partially effected improvement.
- (f) To determine whether a staff member's performance meets the Standards. If it does not, the supervisor shall communicate this to the staff member in writing. The judgment of teacher performance reported on the Summary Evaluation will determine the evaluation status of the staff member at the start of the next school year.

b. Plan 2 (2.2; ~~& 2.2 Peer~~, 2.4, ~~and 2.4 Peer~~) Required Procedures for Evaluation of Permanent Staff Members Meeting the Standards

A permanent teacher determined by his/her **their** supervisor to be meeting all of the Standards shall be evaluated by Plan 2. ~~A teacher with fewer than ten years in the District may select either Plan 2.2 involving evaluation by his/her their supervisor in a two-year cycle, or Plan 2.2 Peer involving self-assessment and peer collaboration, also in a two-year cycle. A teacher who has been in the District for ten years or more and is determined by his/her their supervisor to be meeting all of the Standards may select either Plan 2.4 involving evaluation by his/her their supervisor in a four-year cycle, or Plan 2.4 Peer involving self-assessment and peer collaboration, also in a four-year cycle. A teacher may change plans at the end of a complete cycle by informing his/her their supervisor. Requests to change plans other than at the end of the cycle because of unusual circumstances must be approved by the teacher's supervisor and the Assistant Superintendent, Human Resources.~~

(1) Plan 2.2 and 2.4 Procedures Required of Staff Members:

- (a) To follow the chronology outlined in Section G (Chronology) for Plan 2.2 or 2.4.
- (b) To meet and work with his/her **their** supervisor/evaluator to:
 - i. Develop a multi-year professional development plan that includes annual objectives;
 - ii. Assess progress toward achievement of annual objectives;
 - iii. Assess the staff member's performance on the Standards; and
 - iv. Assess the learning and working environment.

- (c) In the formal evaluation year permanent teachers will choose a formal observation mode with various options and inform their supervisor of their choice.
- (ed) Additional Procedures Required of a staff member on Plan 2.4: To have a professional dialogue and reflective review with supervisor/evaluator at the end of the second year of the four-year evaluation cycle to summarize achievements/efforts and to support continuous growth and achievement.
- (2) Plan 2.2 and 2.4 Procedures Required of the Supervisor:
 - (a) To follow the chronology outlined in Section G (Chronology) for Plan 2.2 or 2.4.
 - (b) To assist staff members in preparing a multi-year professional development plan that includes annual objectives, to provide support for staff member's continuous progress toward achievement of the annual objectives in the plan, and to assess achievement of those objectives.
 - (c) To provide staff members with information about goals and priorities at other levels within the system, and to ensure that individual staff members' professional development plans support those goals and priorities.
 - (d) To observe the work of the staff member for a sufficient period of time to make an appropriate assessment. ~~In the formal evaluation year permanent teachers and their supervisor will work collaboratively to choose a formal observation mode with various options.~~ this will include at least two formal observations, and, in the informal evaluation year, at least one formal (at least 30 minutes in length) or one informal observation (more than ten minutes in length) with written feedback shall occur.
 - (e) To assess whether a staff member's performance meets the Standards. If the performance does not meet the Standards, the supervisor/evaluator shall communicate this to the staff member in writing, and procedures outlined in Evaluation Plan 3 shall be followed.
 - (f) Additional Procedures Required of the Supervisor/Evaluators for staff on Plan 2.4: To have a professional dialogue and reflective review with each staff member at the end of the second year of the four-year evaluation cycle to summarize achievements/efforts and to support continuous growth and achievement.
- (3) Plan 2.2 Peer and 2.4 Peer Procedures Required of Staff Member:
 - ~~(a) To follow the chronology outlined in Section G (Chronology) for Plan 2.2 Peer or 2.4 Peer.~~
 - ~~(b) To create and participate in a professional partnership group, to inform his/her their supervisor/evaluator of the names of the partnership group members by September 30, and to meet at least quarterly to discuss teaching concerns and interests.~~
 - ~~(c) To write and annually update a multi-year professional development plan that includes annual objectives and to discuss this plan with his/her their professional partnership group and supervisor/evaluator.~~
 - ~~(d) To encourage partners to observe his/her their class on an informal basis and to visit partners' classes.~~

- ~~(e) In the informal evaluation year(s), to discuss with partners and supervisor his/her their progress and performance with regard to the professional development plan and the Standards.~~
- ~~(f) Additional Procedures Required of a staff member on Plan 2.4 Peer: To have a professional dialogue and reflective review with supervisor/evaluator at the end of the second year of the four year evaluation cycle to summarize achievements/efforts and to support continuous growth and achievement.~~
- ~~(g) At end of the formal evaluation year (the second year of a two year cycle or the fourth year of a four year cycle), to collaborate with supervisor in writing a summary evaluation based on the professional development plan and performance in relation to the Standards, submit this report to at least one partner for response by May 1, and submit the report and response(s) to the Certificated Human Resources Office by May 15.~~
- ~~(h) A staff member who fails to fulfill the requirements of Plan 2.2 Peer or 2.4 Peer shall move to Plan 2.2 or 2.4.~~
- ~~(4) Plan 2.2 Peer and 2.4 Peer Procedures Required of Supervisor:~~
 - ~~(a) To follow the chronology outlined in Section G (Chronology) for Plan 2.2 Peer or 2.4 Peer.~~
 - ~~(b) To discuss the professional development plans with participant and sign the plan to indicate acceptance.~~
 - ~~(c) To observe informally on a regular basis, collect data on teacher performance in all areas covered by teaching standards, and discuss data promptly and honestly.~~
 - ~~(d) To support teacher's professional development goals by providing resources, feedback, and recognition, or by arranging for this support to be provided by others.~~
 - ~~(e) Additional Procedures Required of the Supervisor/Evaluators for staff on Plan 2.4 Peer: To have a professional dialogue and reflective review with each staff member at the end of the second year of the four year evaluation cycle to summarize achievements/efforts and to support continuous growth and achievement.~~
 - ~~(f) To collaborate with the teacher on writing the summary evaluation in the formal evaluation year (second year of a two year cycle or the fourth year of a four year cycle).~~
 - ~~(g) To assess whether a staff member's performance meets the Standards. If the performance does not meet the Standards, the supervisor/evaluator shall communicate this to the staff member in writing, and procedures outlined in Evaluation Plan 3 shall be followed. —~~

D. Procedures to Resolve Disagreement over the Professional Development Plan or Observation Schedule for Teachers on Evaluation Plans 1, 2.2, 2.2 Peer, 2.4., or 2.4 Peer

The following procedures shall be followed in the event of a disagreement between the staff member and the supervisor/evaluator regarding the professional development plan or classroom observations.

1. The staff member and the supervisor/evaluator shall make good faith effort to resolve the disagreement themselves.

2. If the disagreement persists, the parties may together invite a third party to assist in resolving the disagreement.
3. If the third party is not successful in helping the staff member and supervisor/evaluator to resolve the disagreement, the staff member, supervisor/evaluator, and the third party shall each have the opportunity to state ~~his/her~~ **their** position on the matter(s) in dispute and to have a written statement attached to the observation report or professional development plan. If necessary, a Human Resources administrator shall make the final decision on the matter(s) in dispute.

E. Responsibilities of the Superintendent and ~~His/her~~ **their Staff**

1. To ensure fairness in the evaluation process by:
 - a. Consulting with supervisors/evaluators to ensure that judgments are based upon appropriate data;
 - b. Helping supervisors/evaluators identify and assist staff members who do not meet the Standards, or assisting those staff members directly;
 - c. Developing forms for the recording of observations and for the summary evaluation consistent with the contract and with the agreement of the Association; and
 - d. Reviewing completed summary evaluations.
2. To provide for training of staff members who must evaluate the work of others.
3. To make decisions regarding the initiation of termination of a staff member, pursuant to the Education Code.

F. Responsibilities of the School District

1. To provide the resources necessary for carrying out this process, including, but not limited to, the following:
 - a. Time for supervisors/evaluators and staff members to confer in order to develop the professional development plan;
 - b. Training on the process of developing professional development plans and assessing staff member performance; and
 - c. A list of immediate supervisors/evaluators for each member of the bargaining unit, to be provided to the Association no later than September 30. The District shall notify the Association of any changes in the September 30 list.
2. To identify priorities for supervisors/evaluators in such a way that they have time to provide needed support for staff members.
3. To establish goals for the District and to review progress toward the accomplishment of those goals.
4. To specify the District goals and any specific objectives of a management team member or of any other supervisor if those objectives affect the staff member(s).
5. To provide resources determined by the District to assist staff members in pursuing their professional development plans.
6. To defend and indemnify, to the extent required by law, staff in the performance of their duties as an agent of the administration in the evaluation of a unit member.

G. Chronology

1. Evaluation tables are listed for Plans 1, 2.2 & ~~2.2 Peer~~, 2.4, ~~and 2.4 Peer~~ describing the procedures for both formal evaluation years, in which summary evaluations are required, and informal years, in which no written summary evaluation is required.

2. All temporary and probationary staff members will follow the chronology given for Plan 1, which involves formal evaluation every year.
3. All permanent staff members with fewer than ten years experience in the District ~~unless requesting Plan 2.2 Peer (two-year cycle)~~, shall follow Plan 2.2, having a formal evaluation ~~(written summary evaluation)~~ every other year except when:
 - a. The staff member has been placed under Evaluation Plan 3: Does Not Meet Standards — Support/Improvement Plan Implemented;
 - b. The staff member has been placed under Evaluation Plan 4: Does Not Meet Standards — Administrative Review.
4. All permanent staff members with ten years or more experience in the District, ~~unless requesting Plan 2.4 Peer (four-year cycle)~~, shall follow Plan 2.4, having a formal evaluation ~~(written summary evaluation)~~ every four years and a professional dialogue with reflective review with the supervisor/evaluator in the second year of the cycle, except when circumstances exist as detailed in G.3.a. and 3.b. listed above.
5. The target dates listed in the tables do not necessarily preclude those activities from also occurring during other times of the year.
6. This Chronology by itself does not give a complete picture of the evaluation process. It must be looked at in conjunction with the responsibilities listed on the previous pages. Further, the establishment of the following target dates is not meant to ignore the importance of ongoing informal meetings between the supervisor and the staff member. Such meetings are an important part of the evaluation process.
7. The target dates listed in these tables are dates by when the procedures are expected to be accomplished, although exceptions may be made. If procedures are not accomplished within two weeks after the target dates listed, some final judgments about the staff member’s performance that year may be impossible or inappropriate.
8. During the informal evaluation year, staff members will be expected to review and revise their professional development plans, and may use a variety of methods for assessing progress on their professional development plans, including self-evaluation. Informal meetings with supervisors are encouraged.

Plan 1 — Chronology

This plan applies to all temporary and probationary staff members and their supervisors. Formal evaluation occurs every year.

A staff member who is employed more than 40% and who is temporary for a third consecutive year will follow the chronology for a temporary staff member who is equal to or less than 40%.

| Plan 1 Target Dates | Probationary 2 Staff | Supervisor |
|--------------------------------|---------------------------------------|---|
| 11/1 | Meet to discuss progress on Standards | 1st Interim Assessment |
| 12/21 | Meet to discuss progress on Standards | 2 nd Interim Assessment |
| 2/15 | Meet to discuss progress on Standards | 3 rd Interim Assessment Provide opportunity for staff assessment of administrative performance* |
| 3/1 | | Complete “Summary Evaluation” and Tenure Decision |

* The District and the Association agree the purpose of assessment of administrative performance is to provide meaningful feedback on leadership practices. The District will develop forms for this purpose with input from PAEA. The questions will include multiple choice or scaled questions, and space for written feedback. All feedback will be unidentifiable.

| Plan 1 Target Dates | Probationary 1 & Temporary Staff | Supervisor |
|---------------------|---------------------------------------|---|
| 11/1 | Meet to discuss progress on Standards | 1st Interim Assessment |
| 2/15 | Meet to discuss progress on Standards | 2 nd Interim Assessment Provide opportunity for staff assessment of administrative performance* |
| 4/1 | Meet to discuss progress on Standards | 3 rd Interim Assessment |
| 4/1 | | Complete “Summary Evaluation” and Rehire Decision |

* The District and the Association agree the purpose of assessment of administrative performance is to provide meaningful feedback on leadership practices. The District will develop forms for this purpose with input from PAEA. The questions will include multiple choice or scaled questions, and space for written feedback. All feedback will be unidentifiable.

| Plan 1 Target Dates | Temporary 40% or Less Staff | Supervisor |
|---------------------|---------------------------------------|---|
| 12/21 | Meet to discuss progress on Standards | 1st Interim Assessment |
| 2/15 | | Provide opportunity for staff assessment of administrative performance* |
| 4/1 | | Complete “Summary Evaluation” and Rehire Decision |

* The District and the Association agree the purpose of assessment of administrative performance is to provide meaningful feedback on leadership practices. The District will develop forms for this purpose with input from PAEA. The questions will include multiple choice or scaled questions, and space for written feedback. All feedback will be unidentifiable.

Plan 2.2 — Chronology

This plan applies to all permanent staff members who have been in the District for fewer than ten years and who meet the Standards. It has a two-year cycle, alternating formal and informal evaluation years.

| Plan 2.2 Target dates | Staff Member | Supervisor |
|--------------------------|--|---|
| Informal Year (1) | | |
| 10/15 | Meet to write, discuss, and plan implementation of professional development plan | |
| 2/14-5 | | Provide opportunity for staff assessment of administrative performance* |
| 4/30 | Discuss and assess progress on professional development plan | |

| | | |
|---|--|---|
| 5/1 | Plan tentative revisions in professional development plan for following year | |
| Formal Year (2) | | |
| 10/15 | Meet to write, discuss, and plan implementation of professional development plan | |
| 2/14-5 | | Provide opportunity for staff assessment of administrative performance* |
| 4/30 | Discuss and assess progress on professional development plan | |
| 5/1 | Plan tentative revisions in professional development plan for following year | Complete "Summary Form for Evaluation of Performance" |
| * The District and the Association agree the purpose of assessment of administrative performance is to provide meaningful feedback on leadership practices. The District will develop forms for this purpose with input from PAEA. The questions will include multiple choice or scaled questions, and space for written feedback. All feedback will be unidentifiable. | | |

Plan 2.2 Peer — Chronology

This plan applies to all permanent staff members who have been in the District for fewer than ten years and who meet the Standards. It has a two-year cycle, alternating formal and informal evaluation years.

| Plan 2.2 Peer Target dates | Staff Member | Peer(s) | Supervisor |
|-----------------------------------|--|----------------|--|
| Informal Year (1) | | | |
| 9/30 | Identify professional partnership group | | |
| 10/15 | Meet to write, discuss, and plan implementation of professional development plan | | |
| 2/14 | | | Provide opportunity for staff assessment of administrative performance |
| 5/1 | Plan tentative revisions in professional development plan for following year | | |

| Formal Year (2) | | | |
|------------------------|--|--|--|
| 9/30 | If needed, modify professional partnership group | | |
| 10/15 | Meet to write, discuss, and plan implementation of professional development plan | | |
| 2/14 | | | Provide opportunity for staff assessment of administrative performance |
| 4/30 | Discuss and assess progress on professional development plan | | |
| 5/1 | Plan tentative revisions in professional development plan for following year | | Complete "Summary Form for Evaluation of Performance" |

Plan 2.4 — Chronology

This plan is available to any permanent staff member who has been in the District for ten or more years and who meets the Standards. It has a four-year cycle with a two-year reflective review and professional dialogue.

| Plan 2.4 Target Dates | Staff Member | Supervisor |
|------------------------------|--|---|
| Informal Year (1) | | |
| 10/15 | Meet to write, discuss, and plan implementation of professional development plan | |
| 2/14-5 | | Provide opportunity for staff assessment of administrative performance* |
| 5/1 | Plan tentative revisions in professional development plan for following year | |
| Reflective Year (2) | | |
| 10/15 | Meet to write, discuss, and plan implementation of professional development plan | |
| 2/14-5 | | Provide opportunity for staff assessment of administrative performance* |
| 4/30 | Discuss and assess progress on professional development plan | |
| 5/1 | Complete Reflective Review Plan tentative revisions in professional development plan for following year | Receive completed Reflective Review and send to HR |
| Informal Year (3) | | |
| 10/15 | Meet to write, discuss, and plan implementation of professional development plan | |
| 2/14-5 | | Provide opportunity for staff assessment of administrative performance* |
| 5/1 | Plan tentative revisions in professional development plan for following year | |
| Formal Year (4) | | |
| 10/15 | Meet to write, discuss, and plan implementation of professional development plan | |
| 2/14-5 | | Provide opportunity for staff assessment of administrative performance* |
| 4/30 | Discuss and assess progress on professional development plan | |

| | | |
|--|--|---|
| 5/1 | Plan tentative revisions in professional development plan for following year | Complete “Summary Form for Evaluation of Performance” |
| <p>* The District and the Association agree the purpose of assessment of administrative performance is to provide meaningful feedback on leadership practices. The District will develop forms for this purpose with input from PAEA. The questions will include multiple choice or scaled questions, and space for written feedback. All feedback will be unidentifiable.</p> | | |

Plan 2.4 Peer—Chronology

This plan is available to any permanent staff member who has been in the District for ten or more years and who meets the Standards. It has a four-year cycle with a two-year reflective review and professional dialogue.

| Plan 2.4 Peer Target Dates | Staff Member | Peer(s) | Supervisor |
|-----------------------------------|--|----------------|--|
| Informal Year (1) | | | |
| 9/30 | Identify professional partnership group | | |
| 10/15 | Meet to write, discuss, and plan implementation of professional development plan | | |
| 2/14 | | | Provide opportunity for staff assessment of administrative performance |
| 5/1 | Plan tentative revisions in professional development plan for following year | | |
| Reflective Year (2) | | | |
| 9/30 | If needed, modify professional partnership group | | |
| 10/15 | Meet to write, discuss, and plan implementation of professional development plan | | |
| 2/14 | | | Provide opportunity for staff assessment of administrative performance |
| 4/30 | Discuss and assess progress on professional development plan | | |
| 5/1 | Complete Reflective Review Plan tentative revisions in professional development plan for following year | | Receive completed Reflective Review and send to HR |
| Informal Year (3) | | | |
| 9/30 | If needed, modify professional partnership group | | |
| 10/15 | Meet to write, discuss, and plan implementation of professional development plan | | |
| 2/14 | | | Provide opportunity for staff assessment of administrative performance |
| 5/1 | Plan tentative revisions in professional development plan for following year | | |
| Formal Year (4) | | | |
| 9/30 | If needed, modify professional partnership group | | |
| 10/15 | Meet to write, discuss, and plan implementation of professional development plan | | |
| 2/14 | | | Provide opportunity for staff assessment of administrative performance |
| 4/30 | Discuss and assess progress on professional development plan | | |
| 5/1 | Plan tentative revisions in professional development plan for following year | | Complete “Summary Form for Evaluation of Performance” |

H. Evaluation Plan 3: Does Not Meet Standards: Support/ Improvement Plan Implemented

1. Placement on Plan 3 is the result of a staff member's failing to meet one or more of the Standards as identified by the site principal and administrative supervisor working in consultation with the Superintendent's staff. While placement on Evaluation Plan 3 may occur during the spring reviews, a staff member shall be placed on this plan whenever it is deemed necessary by the site principal/administrator.
2. Prior to a teacher's being formally assigned to Plan 3, the following procedures will be followed:
 - a. If the site principal/administrator determines that a teacher's performance does not meet all the Standards, ~~s/he and the teacher~~ they will develop a plan to address concerns over an informal support period of 4 to 8 weeks. The principal/administrator shall notify a PAEA representative chosen by the teacher and a Human Resources administrator of the discussion.
 - b. At the end of the agreed-upon informal support period, if the teacher's performance does not meet standards, the principal/administrator shall notify the teacher in writing that ~~s/he is~~ they are being placed on Evaluation Plan 3.
 - c. If a teacher has previously been given the opportunity to address performance concerns through this type of informal support period, it is the prerogative of the principal/administrator to assign the teacher directly to Plan 3 should the same or other concerns surface at a later date.
3. While the principal/administrator may request any assistance or resources that ~~she/he~~ they deems appropriate, the responsibility for monitoring and supervising staff placed on Evaluation Plan 3 is the responsibility of the principal/administrator as identified at the beginning of the school year.

I. Procedures for Evaluation Plan 3

1. All general procedures for the staff member and the supervisor listed in in Section G (Chronology) for Plans 1, 2.2, ~~2.2 Peer~~, 2.4, and ~~2.4 Peer~~ are required here. In the case of conflict between those general procedures and these specific procedures, these specific procedures apply.
2. A staff member placed on Evaluation Plan 3 shall be notified of this by both the principal/administrator and a Human Resources administrator.
3. When the staff member has been placed on Plan 3, the teacher, the principal, the administrative supervisor(s), a Human Resources administrator, and at the staff member's request, a PAEA representative of the staff member's choice will develop a support/improvement plan, which shall specify:
 - a. Time span of the plan, not to exceed 18 weeks
 - b. Performance concerns, including the Standards to be addressed
 - c. Support to be provided to the staff member, including referral to the Peer Assistance and Review Program
 - d. Process and schedule for gathering parent/student input, if deemed by the supervisor to be a necessary part of the plan
 - e. Information about classroom observations to be made, which may be announced or unannounced

- f. Description of what will be considered satisfactory progress toward meeting Standards, to be used in consideration of an extension of the support period (see “5(b)” following) and
 - g. Dates of written progress reports and summary evaluation
4. At least every 6 weeks the supervisor shall complete a written report on the staff member’s progress and discuss it with the staff member. Each report will clearly identify which standards remain to be met.
 5. At the end of the period specified in the support/improvement plan the principal/administrator will write a summary evaluation of the staff member’s performance.
 - a. If the principal/administrator, in consultation with the supervisor/evaluator, determines that the staff member meets all Standards, ~~s/he~~ they will be placed on Evaluation Plan 2.2 and will receive a summary evaluation in the following school year. Thereafter, the staff member may select to be evaluated under any Plan appropriate to the staff member’s experience in the District.
 - b. If the principal/administrator, in consultation with the supervisor/evaluator, determines that a staff member has made satisfactory progress but still does not meet all standards, an extension of Plan 3 may be granted for up to 18 weeks. A definition of what will be considered satisfactory progress will be included in the original support/improvement plan.
 - c. If the principal/administrator, in consultation with the supervisor, determines that a staff member has not made satisfactory progress toward meeting all standards, the staff member will be placed on Evaluation Plan 4.
 6. The support/improvement plan and summary evaluation required under Plan 3 will be placed in the staff member’s personnel file.

J. Evaluation Plan 4: Does Not Meet Standards: Administrative Review

1. A staff member not meeting one or more of the Standards and not making satisfactory improvement during a period of support in Plan 3 shall be evaluated under Plan 4. Evaluations of staff members under Plan 4 are structured to accumulate a file that demonstrates the quality of the staff member’s performance and the efforts expended in assisting the staff member to improve performance. Evaluation Plan 4 requires careful monitoring and analysis of the staff member’s performance. The District may begin termination procedures for unsatisfactory performance pursuant to the Education Code at any time while the teacher is being evaluated under Plan 4.
2. The Superintendent’s staff, in consultation with site principals and other administrative personnel, shall identify individuals to be placed under Evaluation Plan 4. The staff member shall be notified of this decision at a meeting with the principal/administrator and a member of the Superintendent’s staff, in order to delineate clearly concerns associated with the staff member’s performance.
 - a. Procedures for Evaluation Plan 4
 - (1) School and District administrators shall revise the staff member’s support/improvement plan (created in Plan 3) to include more frequent observations and conferences and more direct intervention in the classroom. The maximum duration of this support/improvement plan will be 9 weeks.

- (2) At least every 2 weeks the principal/administrator shall complete a written report on the staff member's progress and discuss this report with the teacher.
- (3) The principal/administrator shall write a summary evaluation by a date specified in the support/improvement plan, but no later than 9 weeks after the time the staff member is placed on Plan 4. This evaluation will be reviewed by the Superintendent's staff.
 - (a) If the principal/administrator and Superintendent's staff determine that the staff member meets all standards at the end of the support period, the staff member will be evaluated by Plan 2.2 for the remainder of that school year and the following year, receiving a summary evaluation by May 1 in each of those years. Thereafter, the staff member may select to be evaluated under any Plan appropriate to the staff member's experience in the District.
 - (b) If the principal/administrator and Superintendent's staff determine that the staff member does not meet all standards at the end of the support period, the District will initiate termination procedures for unsatisfactory performance, if termination procedures have not already been initiated.
- (4) The revised support/improvement plan, progress reports, and summary evaluation required under Plan 4 will be placed in the staff member's personnel file.

K. Student Input

(This section will be temporarily replaced by a two-year pilot program specified in a separate MOU for the 2023-24 and 2024-25 school years.)

- a. The District and the Association agree that the purpose of student input is to provide meaningful feedback to assist teachers and supervisors in their reflection on and improvement of teaching practices. A staff member's administrative supervisor(s) is/are the sole evaluator(s) of that staff member's performance. The District is responsible for providing information to students regarding the purpose of student input and their opportunity to provide it. The District may use department, school, and district aggregate data as benchmarks to identify growth in instructional practices. Classroom teachers are required to collect unidentifiable input from students in Grades 6-12. The procedure used for student input must provide for student anonymity.
- b. The ~~staff member~~ teacher may devise, subject to approval by ~~his/her~~ their supervisor/evaluator, forms and procedures for the collection of student input, or ~~s/he~~ they may use forms and procedures provided by the District.
- c. Student input shall be collected by the classroom teacher prior to the end of the first semester and for semester courses again prior to the end of the school year. The teacher shall share input received with ~~his/her~~ their supervisor.
- d. Student input shall not form the basis for a less than "meets Standards" evaluation unless corroborated by the evaluation process described in this Article.