

## 2023-2024 FUSD CERTIFICATED EVALUATION PROCESS

*Reminder- Non-Perm Teachers (temps/probs/interns) will be evaluated in 22/23. For Permanent teachers, check iA for evaluation and supervision plan assignments.*

Action	Intent to Evaluate <b>1 x 1 Conference</b>	Evaluation Plan, Goal Setting, Preliminary Conference <b>1 x 1 Conference</b>	Fall Pre-Observation <b>1 x 1 Conference</b>	Fall Formal Observation	Fall Post Observation <b>1 x 1 Conference</b>	Presentation of Formative Evaluation and <b>1 x 1 Conference</b>	Spring Pre-Observation <b>1 x 1 Conference</b>	Spring Formal Observation	Spring Post Observation <b>1 x 1 Conference</b>	Presentation of Summative Evaluation <b>1 x 1 Conference</b>
<b>Timeline</b>	<p>By end of teacher's 3<sup>rd</sup> work week (varies based on start date)</p> <p>1.2.1-<i>At the start of each school year, Human Resources shall provide each evaluator with a list of their Unit Members eligible to be placed on a 5-year evaluation cycle. The 5-year cycle may be entered at any time, and if a 5-year cycle is agreed upon by the evaluator and teacher, the form must be submitted to Human Resources by the site administrator. The 5-year cycle begins the last year the teacher was evaluated, not the year the form is signed. Upon request, the Association shall be provided a copy of the number and percentage of eligible unit members receiving the 5-year evaluation cycle at each site and Department.</i></p> <p>1.2.2-Upon request, the</p>	<p>By end of teacher's 6<sup>th</sup> work week (varies based on start date)</p>	<p>Between end of 6<sup>th</sup> work week and November-- must be completed in iA, including post observation conference, by 11/30</p>	<p>Scheduled with teacher</p> <p>5.1-An observation shall include one or more of the following components:</p> <p><i>Individual employee goals and objectives; individuals school/department goals and objectives; and/or District goals and objectives; as they align to the state standards</i> and shall be based on performance assessment criteria, including, but not limited to, multi-faceted evidence of teaching practices, student learning, and teacher effectiveness with respect to measuring and optimizing the progress of students towards established standards of expected pupil achievement.</p>	<p>Within 5 workdays of formal observation and must be completed by 11/30</p>	<p>Fri before winter break for probationary and permanent teachers (12/17/21).</p> <p><i>Thursday, 12/14/23, for ALL temporary teachers.</i></p> <p><i>Temporary teachers NMS on their formative evaluation will receive assistant in January and a follow-up evaluation in February.</i></p> <p><i>Check iA, Staff Management tab, Staff Roster option, or Lawson, to confirm employee type.</i></p>	<p><i>Temp, prob, and interns will complete the full spring and Summative evaluation process.</i></p> <p><i>Permanent teachers on an evaluation cycle and marked GE or DNMS @ Formative will complete the full spring and Summative evaluation process.</i></p> <p><i>Permanent teachers on an eval cycle marked meeting or DE will NOT COMPLETE the spring and Summative evaluation process.</i></p> <p>Prior to spring formal lesson observation</p>	<p>As per agreed upon date with teacher and evaluator</p>	<p>Within 5 workdays of observation</p>	<p>30 days prior to last day of school</p>

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	administrator shall provide written reasons to a unit member who was denied placement on the extended cycle <b>within 15 working days. The decision must be on an individualized basis, with a focus on the teacher's skillsets and abilities in relation to the CSTPs.</b>									
								<i>(Unlike fall formal observation, no required by date for spring formal observation, however, four (4) formal observations are required for an NMS rating on any CSTPs at Summative Evaluation, so plan accordingly if an NMS rating is a possibility)</i>		
<b>Purpose</b>	Notify of intent to evaluate, provide copies of CSTP and CSTP Continuum	Review goals and objectives of focus for year (Article 16, 4.2.4) <ul style="list-style-type: none"> <li>CSTPs</li> <li>Teacher's professional growth</li> <li>student achievement goal</li> </ul>	Support the teacher's thinking & planning around intended learning to be observed by evaluator	Observe a full lesson Confirm objectives as discussed in pre-observation conference	Review the formal observation, identify information to be incorporated into the evaluation	Present and discuss formative evaluation-sign off in iA  Discussion of next steps and recommendations	Support the teacher's thinking & planning around intended learning to be observed by evaluator	Observe a full lesson  Confirm objectives as discussed in pre-observation conference	Review the formal observation, identify information to be incorporated into the evaluation	Present and discuss summative-sign off in iA  Discussion of next steps and recommendations
<b>Required Components</b>	Hold <b>INDIVIDUAL MEETINGS</b> with each teacher on an evaluation cycle.  <b>You MAY NOT meet with the full staff, an entire department, or a grade level TOGETHER.</b>  Provide teacher with 3 things: <ol style="list-style-type: none"> <li>Name of evaluator</li> <li>CSTPs</li> </ol>	By end of 6 <sup>th</sup> work week, confer and complete sign off in iA  1 x 1 conference  Evaluated on all standards but teacher can identify focus standard(s)		Complete in iA and hold pre and post meeting	Within 5 workdays following formal observation, confer and complete in iA  Provide the employee with a copy of the formal observation form  <b>If any NMS</b>	By Friday before winter break, confer and complete sign off in iA  <b>If NMS, teacher selected from three (3) options for improvement (see 6.1, 6.1.1, 6.1.2, and 6.1.3 below)</b>		<b>NMS rating at summative requires 4 formal observations</b>	<ul style="list-style-type: none"> <li>Within 5 workdays following formal observation</li> <li>Provide the employee with a copy of the formal observation form</li> </ul>	<ul style="list-style-type: none"> <li>30 days prior to end of the year</li> <li>Provide employee a copy</li> <li>Both teacher and supervisor date and sign; make note if employee refuses to sign and submit to HR/LR</li> </ul>

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	3. CSTP Continuum				<i>ratings, leader makes constructive suggestions and provides reasonable assistance and support, as determined by evaluator (see 5.4, 5.4.1, 5.4.2, and 5.4.3 below)</i>					
<b>CBA References</b>	<ul style="list-style-type: none"> <li>Article 16, Section 1, Evaluation, 4, 4.1</li> </ul>	<ul style="list-style-type: none"> <li>Article 16, Section 1, Evaluation, 4, 4.2, 4.2.1 – 4.2.5</li> </ul>	<ul style="list-style-type: none"> <li>Article 16, Evaluation, 5, Classroom Observation Procedures and Timelines, 5.1 – 5.8</li> </ul>	<ul style="list-style-type: none"> <li>Article 16, Evaluation, 5, Classroom Observation Procedures and Timelines, 5.1 – 5.8</li> </ul>	<ul style="list-style-type: none"> <li>Article 16, Evaluation, 5, 5.4, 5.4.1 – 5.4.4</li> </ul>	<ul style="list-style-type: none"> <li>Article 16, Evaluation, Formative and Summative Evaluation Procedures and Timelines</li> </ul>	<ul style="list-style-type: none"> <li>Article 16, Evaluation, 5, Classroom Observation Procedures and Timelines, 5.1 – 5.8</li> </ul>	<ul style="list-style-type: none"> <li>Article 16, Evaluation, 5, Classroom Observation Procedures and Timelines, 5.1 – 5.8</li> </ul>	<ul style="list-style-type: none"> <li>Article 16, Evaluation, 5, Classroom Observation Procedures and Timelines, 5.1 – 5.8</li> </ul>	<ul style="list-style-type: none"> <li>Article 16, Section 6, Formative and Summative Evaluation Procedures and Timelines</li> </ul>
<b>Best Practices</b>	<p>Done individually</p> <p>During I days</p> <p>Discuss expectations of Preliminary Conference</p> <p>Review CSTP Continuum and how to best leverage the tool</p> <p>Establish expectations for ongoing supervision conversations, including classroom visits and feedback loops</p> <p>Introduce Ongoing Evidence iA tool</p>	<p>Complete jointly</p> <p>Schedule formal observation to meet November timeline</p> <p>Discuss data to be included in the S and E process</p> <p>Review how to leverage Ongoing Evidence tool in iA so both teacher and leader memorialize data for use in S and E conversations</p>	<p>Hold a planning conference prior to observation</p> <p>Literal notes</p> <p>Align with CSTPs, CSTP Continuum, and evidence-based data points</p>	<p>Teacher and leader Ongoing Evidence entries</p> <p>Literal notes</p> <p>Align with CSTPs, CSTP Continuum, and evidence-based data points</p>	<p>Reflective questions for teacher and administrator to discuss</p> <p>Review and discuss formal lesson observation in iA, both teacher and leader sign off in iA with comments sections available for both parties to include</p>	<p>Recommendation for next steps</p>	<p>Hold a planning conference prior to observation</p>	<p>Teacher and leader Ongoing Evidence entries</p> <p>Literal notes</p> <p>Align with CSTPs, CSTP Continuum, and evidence-based data points</p>	<p>Reflective questions for teacher and administrator to discuss</p> <p>Review and discuss formal lesson observation in iA, both teacher and leader sign off in iA with comments sections available for both parties to include feedback</p> <p>Do not revise in iA after teacher and leader have both signed off</p>	<p>Reflective questions for teacher and administrator to discuss</p> <p>Recommendations for next steps</p> <p>If GE or NMS on any CSTP, begin Teacher Development Plan work, schedule out time to draft and/or review TDP</p>

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					feedback  Do not revise in iA after teacher and leader have both signed off					
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Student achievement data</li> <li>• CBA Article 16</li> <li>• CSTP Continuum with Evidence and Examples</li> <li>• CSTP placemat</li> <li>• Previous year's goals and plan</li> <li>• Most recent formative and summative evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• LS 1 guiding questions</li> <li>• Sample conference videos on FUSD HR website, Common Learning for All</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher lesson plans</li> <li>• Ongoing evidence entries (by both teacher and administration)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher lesson plan</li> <li>• Literal notes</li> <li>• Formal Lesson Observation Form</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher lesson plan</li> <li>• Formal observation pre-conference</li> <li>• Literal notes</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation document</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher lesson plans</li> <li>• Ongoing evidence entries (by both teacher and administration)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher lesson plan</li> <li>• Literal notes</li> <li>• Formal Lesson Observation Form</li> </ul>	<ul style="list-style-type: none"> <li>• Completed formal lesson observation form</li> <li>• Literal notes</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation document</li> </ul>

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### Article 16, Evaluation and Professional Standards

#### 5.4, 5.4.1, 5.4.2, and 5.4.3 (EVALUATOR choice point following fall formal observation)

If DNMS at fall Formal Observation, supports and assistance may include one or more of the following:

- Joint development of a TDP— *“Joint development of an improvement plan with objective criteria to measure progress towards stated goals and timelines for achievement these goals.”*
- Release time to observe a high performing teacher or attend PL— *“Release time to observe best practices or be provided direct instruction modeling within the unit member’s classroom, and/or attending professional development aligned to the CSTP elements in which improvement is needed.”*
- Release time for peer coaching related to the CSTP— *“Release time for peer coaching related to the CSTP elements in which improvement is needed.”*
- An additional classroom observation by another observer, selected by mutual agreement of the evaluator and the teacher, to provide feedback and suggestions for improvement— *“An additional classroom observation by another observer selected by mutual agreement of the evaluator and the unit member to provide feedback and suggestions for improvement. The observation shall include information from at least one full teacher lesson presentation and shall be followed by a conference of the observation during which the observer, evaluator, and unit member shall review the lesson observation.”*

#### 6.1, 6.1.1, 6.1.2, and 6.1.3

At Formative if DNMS (TEACHER choice point for 2<sup>nd</sup> semester support)

- Option 1: Continue through the evaluation process with no intervention or structured assistance
- Option 2: Request structured administrative intervention and support (TDP jointly created by teacher and evaluator)
- Option 3: Request referral for peer support and assistance (teacher development coach and TDP and evaluator all work together to improve teacher’s instructional practices
  - Note the teacher’s option in the formative evaluation activity in iA

**FOR TEMPORARY TEACHERS ONLY: They will select from the 3 options, but regardless of the option selected, they will receive assistance in January and a follow-up email in February.**

At Summative, if DNMS (NO CHOICE POINT-REQUIRED-eval, TDP, and coach required in upcoming year)

- Evaluation cycle
- TDP jointly developed by teacher, supervisor, and coach
- Teacher Development coach support, including observations and feedback

At Summative, if GE (NO-CHOICE POINT FOR TDP; it’s REQUIRED in upcoming year. Evaluation cycle is not required; TDP is required.)

- Evaluation cycle is choice point for supervisor
- Site administrative coaching if provided
- site instructional coach is provided if available
- Teacher Development coach not required or provided, but may support if TD coach is already on campus for another purpose and has time in schedule