

- 13.5** Evaluation and assessment of the competence of certificated personnel to be evaluated per Alternative Teacher Evaluation – Appendix E-3 shall be based upon, but not limited to, the criteria as mutually agreed upon within the Goals developed per Appendix E-3(a).
- 13.6** Evaluation and assessment of the competence of certificated personnel to be evaluated per Library Media Teacher – Appendix E-10 shall be based upon behavior as specified within the Evaluation Report Criteria, Appendix E-10(c).
- 13.6.1** Collaborative Teacher.
 - 13.6.2** Information Specialist.
 - 13.6.3** Instructional Leader.
 - 13.6.4** Program Manager.
 - 13.6.5** Developing as a Professional Educator.
- 13.7** Evaluation and assessment of the competence of certificated personnel to be evaluated per Teacher on Special Assignment – Appendix E-11 shall be based upon behavior as specified within the Evaluation Report Criteria, Appendix E-11(c).
- 13.7.1** Responsibility: Program Manager.
 - 13.7.2** Responsibility: Instructional Partner.
 - 13.7.3** Responsibility: Curriculum Development and Supervision.
 - 13.7.4** Responsibility: Community Liaison.
 - 13.7.5** Responsibility: Instructional Leader.
 - 13.7.6** Responsibility: Developing as a Professional Educator.
- 13.8** The principal or administrative designee is responsible for the evaluation of all school-based employees.
- 13.9** When a unit member has responsibilities at two (2) or more sites, the supervisor of each site will provide information relating to the evaluation. However, one supervisor shall be designated as the evaluator with responsibility for making the summary assessment report in writing and submitting a copy thereof to the employee evaluated. The designated evaluator shall be the supervisor of the site in which the employee has the greater assignment. In the case of assignments which are equally split, the employee may recommend an evaluator to the Personnel Administrator. The Personnel Administrator shall designate the employee's evaluator.
- 13.10** Evaluation shall be continual with frequent communication between the evaluator and the evaluatee.
- 13.10.1** No later than the end of the seventh (7th) week of the year in which the evaluation is to take place, a preliminary evaluation conference will be held between the evaluator and the unit member. At this time, the evaluator and unit member shall meet and mutually agree to the elements upon which evaluation is to be based. These elements will be outlined in the completed Goal Setting Form (Appendix E-1; E-3(a); E-4(a); E-5(a); E-6(a); E-7(a); E-8(a); E-9(a); E-10(a); E-11(a)).

APPENDIX E-3(a) ALTERNATIVE TEACHER EVALUATION PROPOSAL

**TEMECULA VALLEY UNIFIED SCHOOL DISTRICT
ALTERNATIVE TEACHER EVALUATION PROPOSAL**

Employee Name:	Employee #:	Site:
Title/Subject/Grade Level:	Evaluating Administrator:	Date of Conference:

PARTICIPATION CRITERIA

- ◆ Permanent Teacher.
- ◆ Mutual agreement for participation in Alternative Evaluation process by Administrator and Certificated employee. If the Administrator and Certificated employee mutually agree to utilize the Certificated Evaluation Report, that transition will take place following the completion of the Mid-Year Evaluation.
- ◆ 3 consecutive prior evaluations by an administrator with all ratings of “4” or “3”.

TYPE OF PROJECT (See pages 4 & 5 for description)

- | | |
|-------------------------------------------------------------------|---------------------------------------------------------------|
| <input type="checkbox"/> Action Research Project | <input type="checkbox"/> National Board Certification Process |
| <input type="checkbox"/> Development of Curriculum Unit or Course | <input type="checkbox"/> Self-Directed Professional Growth |
| <input type="checkbox"/> Lesson Study | <input type="checkbox"/> Site Leadership Role |
| <input type="checkbox"/> Mentoring or Peer Coaching | |

DEADLINES:

- ◆ Project description submitted and discussed with administrator by October 31.
- ◆ Mid-year evaluation of project by January 31.
- ◆ Final evaluation of project no later than thirty (30) days before the last day of school.

GOAL:

What goal(s) will be met through your self-directed growth plan?

**COLLECTIVE BARGAINING AGREEMENT BETWEEN TVUSD AND TVEA
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PLANNED RESULTS/OUTCOMES:

What results do you plan to accomplish for each goal?

IMPLEMENTATION:

What strategies/activities will you use to reach your stated goals?

What training or professional development will be completed as part of this project?

EFFECTIVE INSTRUCTION AND INCREASED STUDENT ACHIEVEMENT:

Describe how your project will promote effective instruction and increased student achievement.

**COLLECTIVE BARGAINING AGREEMENT BETWEEN TVUSD AND TVEA
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ADMINISTRATIVE SUPPORT:

Describe the administrative support needed for this project.

Check here if only informal observations are required.

If formal classroom observations are part of this project, when should they be scheduled?

(1) _____ (2) _____

If observations of other professional activities (presentations, trainings, meetings) are requested, when should they be scheduled?

(1) _____ (2) _____

Evaluator's Signature

Date

Evaluatee's Signature

Date

PROJECT OPTIONS

ACTION RESEARCH PROJECT

This option will allow a teacher to work on a question he or she may have in regard to classroom performance, student needs, or the impact of various teaching methods on learning. The information gathered by the teacher will then be used to improve teaching and student learning. Classroom-based research can be self-directed or done by a group of teachers who have a common interest/question to be researched.

DEVELOPMENT OF CURRICULUM UNIT OR COURSE

This option will provide a teacher with the opportunity to develop an extensive curriculum unit or course of study directly tied to grade level content standards in any subject area.

LESSON STUDY

This option will allow teachers the opportunity to engage in a professional development process to systematically examine their teaching practices. The teacher will work cooperatively with other teachers to plan, teach, observe and critique their lessons based on a selected overarching goal and related research question they want to explore.

MENTORING OR PEER COACHING

Mentors are trusted and experienced practitioners who have an interest in the development of less experienced individuals. Both mentors and mentees can improve professional knowledge, skills, and attitudes by working together. The teacher choosing this option will focus the goals on the areas of growth he/she will accomplish by guiding the growth of another teacher. The mentor will experience the personal challenge that comes from analyzing and reflecting on instruction in order to be able to share that expertise with a colleague. This mentoring relationship is founded on trust, honors confidentiality, and is **not** evaluative.

Peer Coaching is the process through which two professionals work collegially toward a refinement of professional practices, sharing their knowledge of best instructional practices and supporting each other for the purpose of learning new skills. The partners may share common interests or questions about content/pedagogy. Their interaction is based upon an on-going, regularly scheduled dialogue about lesson planning, instructional strategies, and each partner's reflection on his/her own teaching. The partners may or may not choose to actually observe each other in action. For this option to work best, both partners must be committed to facilitating each other's learning and growth. This peer relationship is founded on trust, honor, confidentiality, and is **not** evaluative. The best peer coaches are individuals who communicate well, are open-minded, and strive to improve their teaching skills.

NATIONAL BOARD CERTIFICATION PROCESS

The National Board process is very rigorous and tests the teachers' competence in all domains. This option is a logical choice for teachers who have taken on that challenge. The teacher and administrator should set the annual goals to reflect particular areas of interest to the teacher and should have a minimum of one (1) mid-year conference focusing on progress.

SELF-DIRECTED PROFESSIONAL GROWTH

This option will appeal to teachers who wish to engage in workshops, seminars, or classes to expand their personal repertoires of subject matter content or pedagogical strategies. Many teachers are engaged in professional development activities tied to a school-wide goal and others prefer to chart their own courses of study. Some teachers may use this option as an opportunity to align their lesson plans with academic standards and design appropriate assessments. While making sure that the action plan is closely connected to specific teacher performance standards, the teacher and administrator will find this option to be highly flexible.

SITE LEADERSHIP ROLE

This option will provide teachers the opportunity for instructional leadership. Such leadership would involve development and organization of programs that will positively impact instruction and student achievement. These roles might include, but are not limited to, department or grade level Professional Learning Community lead, Student Study Team Coordinator, GATE Coordinator, Instructional Technology Coordinator, or Literacy Specialist.

APPENDIX E-3(b) MID YEAR CONFERENCE FOR ALTERNATIVE TEACHER EVALUATION

**TEMECULA VALLEY UNIFIED SCHOOL DISTRICT
MID-YEAR CONFERENCE ALTERNATIVE TEACHER EVALUATION**

Employee Name:	Employee #:	Site:
Title/Subject/Grade Level:	Evaluating Administrator:	Date of Conference:
PROJECT TITLE:		

EVALUATEE

Describe your progress on the goals and objectives at the mid-year point. Include challenges and successes at this point in the year.

Describe the aspects of the project to be completed by the end of the year.

Describe the growth as a professional educator that you feel you have made midway through the project.

**COLLECTIVE BARGAINING AGREEMENT BETWEEN TVUSD AND TVEA
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EVALUATOR

Describe the progress you have observed on the goals and objectives at the mid-year point. Include guidance for achieving more success.

Describe the possible steps to include in the second half of the year on the project, based on the work completed.

Utilize standard Certificated Evaluation Report for the remainder of this evaluation cycle. A written explanation for this transition is provided below.

Evaluator's Signature

Date

Evaluatee's Signature

Date

APPENDIX E-3(c) FINAL CONFERENCE FOR ALTERNATIVE CERTIFICATED EVALUATION

**TEMECULA VALLEY UNIFIED SCHOOL DISTRICT
FINAL CONFERENCE ALTERNATIVE TEACHER EVALUATION**

Employee Name:	Employee #:	Site:
Title/Subject/Grade Level:	Evaluating Administrator:	Date of Conference:
PROJECT TITLE:		

EVALUATEE (Attach a brief summary of this year's project).

Describe your progress on the goals and objectives, including specific examples and evidence of success.

Describe how implementing the components of your project affected student learning. Include specific examples and evidence of success.

Describe the growth as a professional educator you feel that you have made as a result of the project.

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What do you see as your next steps in professional development as a result of this project?

EVALUATOR

Describe the professional growth that you have observed over the course of this project.

Describe the project extensions that the evaluatee could pursue. Describe the possible learning activities that might provide challenges for the future.

Evaluator's Signature

Date

Evaluatee's Signature

Date