

The Evaluation Process

A qualified, well-trained and highly motivated staff is essential for the success of all students. A comprehensive and collaborative evaluation system is a means to help achieve this goal. The teacher evaluation process, based on the California Standards for the Teaching Profession (CSTP) is designed to encourage reflective conversation between the teacher and administrator, refine teacher practice, and acknowledge individual strengths. This can best be achieved in a supportive and cooperative atmosphere where administrators are familiar with a teacher's classroom practices, reflect with the teacher on various ways to encourage student success, and provide specific feedback to support teachers in their professional development.

Permanent teachers' evaluations will be based on three of the six California Standards for the Teaching Profession. The teacher and administrator will each select a standard as a focus area for the evaluation process. Additionally, every teacher shall be evaluated in the area of Standard 6: Developing as a Professional Educator.

Non-permanent teachers' evaluations will be based on three of the six California Standards for the Teaching Profession. Year 1 teachers shall be evaluated on Standards 2, 4, and 6 to align with the content of the BTSA program for these teachers. Year 2 teachers shall be evaluated on Standards 3, 5, and 6 to align with the content of the BTSA program for these teachers. CSTP Standard 1: Engaging and Supporting All Students in Learning shall be embedded throughout the process as it is in the BTSA program.

The goal setting and lesson observation process is intended to be an interactive process that is far more than the observation of a lesson. By providing opportunities for communication when goals are set as well as before and after the observation, this process allows for deeper understanding of each teacher's efforts to meet or exceed the California Standards for the Teaching Profession (CSTP).

The initial step in the evaluation process is the development of mutually agreed-upon goals in the standards selected or assigned for that year. Following the establishment of the goals, and before the lesson observation, the teacher and administrator communicate in a pre-conference. The pre-observation conference form should be completed by the teacher and reviewed by the administrator/evaluator prior to the observation.

In the lesson observation, the administrator/evaluator observes the teacher, the students, their interactions and the classroom environment. The teacher is aware of what CSTP are being observed and has had the opportunity to prepare a lesson that will demonstrate those CSTP. Keeping in mind that the CSTP he or she is evaluating the teacher upon, the administrator/evaluator completes the appropriate classroom observation record(s), provides copies to the teacher, and meets with the teacher for a post-observation conference within three days.

Clearly, in a single lesson observation all of the ways in which a teacher addresses the CSTP may not be visible. The teacher may bring in artifacts to the post-observation conference to demonstrate the achievement of the CSTP.

The post-observation conference should provide the teacher and the administrator/evaluator the opportunity to engage in a reflective conversation centered on the content of the teacher's annual goals, the pre-observation conference, the classroom observation record, and any teacher provided artifacts.

The final evaluation conference should reflect all of the previous conferences and conversations and provide the teacher with feedback on his/her strengths and areas to address in future CSTP goals.