

Baldwin Park Unified School District Human Resources



Certificated Evaluation and Assessment Handbook

2012-2013
(Revised September 2012)

BALDWIN PARK UNIFIED SCHOOL DISTRICT
CERTIFICATED EVALUATION AND ASSESSMENT HANDBOOK
Fall 2012

Welcome to the Baldwin Park Unified School District and what promises to be an exciting year for our students, staff, and the entire learning community! This *Certificated Evaluation and Assessment Handbook* has been developed for you through the joint effort of the Baldwin Park Unified School District and the Baldwin Park Education Association.

The District recognizes Association members as professional educators with the responsibility of continually enhancing their teaching practice. The evaluation process is designed to assist Association members in reaching the highest levels of professional success! Evaluation is a collaborative effort between the teacher and the site administrator and is based upon the California Standards for the Teaching Profession (CSTP). In addition to the CSTP, you will want to be sure your objectives include all students, are measurable, and incorporate Content Standards or State Framework for the subject(s) you teach.

This evaluation handbook should provide all of the details and information necessary to address any questions you may have, however, please call on us at any time if you need assistance. We anticipate an extraordinary year as we all work together to provide the best educational opportunities for the students in our care.

Respectfully,



Cynthia C. Cuevas
Assistant Superintendent
Human Resources

BALDWIN PARK UNIFIED SCHOOL DISTRICT
Human Resources

CERTIFICATED
EVALUATION AND ASSESSMENT
HANDBOOK

Evaluation Calendar 1
Evaluation Process 3
The Two Aspects of Evaluation Criteria 6
Definitions 10
Evaluation Program 11
Evaluation Forms 16

EVALUATION CALENDAR

August – October 15

All certificated personnel will be issued a copy of this *Certificated Evaluation and Assessment Handbook*.

In-service training programs by the site administrator will be conducted during orientation week to promote understanding of each employee's role and responsibility.

Assessment of student and gathering of baseline data shall take place.

Information observation should begin with emphasis on assisting beginning teachers.

By November 1
(All Probationary
Teachers)

*Must bring
completed
objectives.*

A planned goal-setting conference between evaluator and the probationary evaluatee shall be held by this date. The probationary teacher shall present to the evaluator proposed written objectives of expected student progress, learning environment and student control, and adjunct duties (Form P-28). These proposed objectives will be discussed and reviewed by the evaluator and evaluatee and mutually agreed upon.

By November 15
(All Permanent
Teachers)

A planned goal-setting conference shall be held by this date. Every permanent teacher shall present to his/her evaluator proposed written objectives of expected student progress, learning environment and student control, and adjunct duties (Form P-28). These proposed objectives will be discussed and reviewed by the evaluator and permanent teacher and mutually agreed upon.

December 14

The first Summative Evaluation, Form P-28(d), on all probationary teachers is due. Prior to this time, at least one formal observation and the respective follow-up conference(s) will have taken place. Specific plans and suggestions for improvement will be outlined and recorded.

January 15

Prior to this date, any changes in the mutually agreed upon goals and objectives should be made. This should be done during a conference between evaluator and evaluatee by mutual agreement.

Note: If a teacher is hired after the first school month, a planned goal-setting conference shall be held by the end of the first full month of employment.

- March 1 The Summative Evaluation, Form P-28(d), on all teachers not being considered for reemployment is due in the Human Resources Office and a conference is to be scheduled by the evaluator with the Assistant Superintendent of Human Resources.*
- April 15 By this date the second Summative Evaluation, Form P-28(d), is to be completed for all probationary teachers.*
- April 30 By this date the Summative Evaluation, Form P-28(d), must be completed and presented to those permanent teachers being evaluated. For permanent teachers on the five-year cycle, the year-end reflection report must be completed. *
- (Note: Informal observations should continue throughout the remainder of the year. Continual assessment of student progress should be made, using post-tests and other data.)

*P-28 forms are to be submitted to the Human Resources Office as soon as each conference has been held.

NOTE: Dates following a holiday or weekend should be moved to the closest work day.

EVALUATION PROCESS

EVALUATION PROCESS ORIENTATION

In-services at sites

- All certificated personnel will be issued a copy of the Certificated *Evaluation and Assessment Handbook*.
- In-service training for **new** staff by the site administrator will be conducted during orientation week to promote understanding of each employee's role and responsibility.

September – Administrator outlines leadership accountability plan to entire staff

- Student performance
- Data analysis
- Goals and targets

EVALUATION PROCESS

Determination of Employees to be Evaluated

Permanent employees shall be evaluated once every other year but may be evaluated more often if the evaluator deems it appropriate and the District concurs. Reasons for evaluating permanent unit members more than the minimum include a need to improve the instructional program; a new assignment; unsatisfactory previous evaluations; or the assignment of a new evaluator. (A conference will be held with the unit member to discuss the need for additional evaluations.)

FIVE YEAR OPTION

Agreement between the District and the Baldwin Park Education Association, Article IX, Evaluations, Section C, 4, b(1): Permanent unit members shall be evaluated at least once every other year or, if they have been employed by the District for at least ten years, are highly qualified as defined in 20 U.S.C. Section 7801, and were rated as meeting or exceeding standards in their previous evaluation, may be evaluated at least once every five years, subject to the mutual agreement of the unit member and evaluator and the right of either party to withdraw consent at any time.

Before November 15

Initial Meeting with Administrator and Evaluatee

Proposed objectives will be discussed and reviewed by the evaluator and evaluatee and mutually agreed upon.

Four essential questions for development of objectives in the selected area of investigation:

- Do my objectives include all students?
- Are my outcomes measurable?
- Have I addressed all areas of the California Standards for the Teaching Profession and all elements of Stull?
- Have I incorporated the Content Standards or State Framework for the subjects that I teach.

ADMINISTRATIVE MANDATE

Administrative Mandate

- Non-permanent employees.
- Employees with unsatisfactory evaluation the previous year.
- Employees with the need to improve the instructional program.

Administrative Mandate – Two Conference Cycles

Observation tools designed by administrator and teacher. Each semester:

- One pre-conference with administrator.
- One administrative observation.
- One post-conference with administrator.
Minimum of one focused on the Professional Standards and District Adopted Content Standards.
- Agreed-upon observation date and time.

Teacher/Administrator Meeting

- Teacher writes self-assessment comments. Administrator writes assessments. Collaboratively write next steps.
- Administrator designates performance satisfactory or unsatisfactory.
- Evaluation process is one year.

OBSERVATION ALTERNATIVES

Tenured employees except those placed on Administrative Mandate may choose from one of the following procedures for observation:

1. Administrative Choice
2. Reciprocal Partners
3. Portfolio

All options involve an objective-setting conference, a pre and post conference and a final evaluation meeting.

The final evaluation (P-28) conference and documentation is completed by the administrator and submitted to Human Resources for the personnel file.

1. Administrative Choice – One Conference Cycle

Tenured employees with previous satisfactory evaluations may choose to follow the traditional administrative mandate process. This involves an objective setting conference, a pre and post observation conference and a final evaluation meeting. Agreed upon observation date and time.

The final evaluation (P-28) conference and documentation is completed by the administrator and submitted to Human Resources for the personnel file.

Teacher/Administrator Meeting

- Teacher writes self-assessment comments. Administrator adds assessment. Collaboratively write next steps.
- Administrator designates performance satisfactory or unsatisfactory.
- Up to five years.

2. Reciprocal Partner – Two Conference Cycles

Tenured employees with satisfactory evaluations.

Two or more evaluatees work as partners to discuss their objectives and the teacher standards that are being utilized to ensure success in their meeting objectives. Partners will observe and conference each other twice.

Agreed-upon evaluation date and time. The final evaluation (P-28) conference and documentation is completed by the administrator and the evaluatee and submitted to Human Resources for the personnel file.

Teacher/Administrator Meeting

- Teacher writes self-assessment comments. Administrator adds assessment. Collaboratively write next steps.
- Administrator designates performance satisfactory or unsatisfactory.
- Up to five years.

3. Portfolio – Two Conference Cycles

Initial meeting with evaluator to present, define, and articulate for mutual agreement the standards-based objectives.

Discussion of artifacts to be collected to demonstrate evidence of accomplishment of the teacher objectives.

Two Conference Cycles

- Two collaborations between teacher and administrator to share and discuss portfolio selection/reflection. Select and reflect on at least four portfolio selections.
- Data collection (minimum of four artifacts), reflections, and conferring with evaluator and/or other certificated staff twice during the school year.
- Up to five years.

The final evaluation (P-28) conference and documentation is completed by the administrator and the evaluatee and submitted to Human Resources for the personnel file.

THE TWO ASPECTS OF EVALUATION CRITERIA

I. AB 293 – STULL, as amended by SB 813 – Hughes Hart Educational Reform Act of 1999-2000

Education Code Section 44662

- (a) The governing board of each school district shall establish standards of expected pupil achievement at each grade level in each area of study.
- (b) The governing board of each school district shall evaluate and assess certificated employee performance as it reasonably relates to:
 - (1) The progress of pupil toward the standards established pursuant to subdivision (a) and, if applicable, the state adopted academic content standards as measured by state adopted criterion referenced assessments.
 - (2) The instructional techniques and strategies used by the employee.
 - (3) The employee's adherence to curricular objectives.
 - (4) The establishment and maintenance of a suitable learning environment, with the scope of the employee's responsibilities.

II. CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

Engaging and Supporting All Students in Learning

- 1.1 Connecting student's prior knowledge, life experience, and interest with learning goals.
- 1.2 Using a variety of instructional strategies and resources to respond to student's diverse needs.
- 1.3 Facilitating learning experiences that promote autonomy, interaction, and choice.
- 1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.
- 1.5 Promoting self-directed, reflective learning for all students.

Creating and Maintaining Effective Environments for Student Learning

- 2.1 Creating a physical environment that engages all students.
- 2.2 Establishing a climate that promotes fairness and respect.
- 2.3 Promoting social development and group responsibility.
- 2.4 Establishing and maintaining standards for student behavior.
- 2.5 Planning and implementing classroom procedures and routines that support student learning.
- 2.6 Using instructional time effectively.

Understanding and Organizing Subject Matter for Student Learning

- 3.1 Demonstrating knowledge of subject matter content and student development.
- 3.2 Organizing curriculum to support student understanding of subject matter.
- 3.3 Interrelating ideas and information within and across subject matter areas.
- 3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter.
- 3.5 Using materials, resources, and technologies to make subject matter accessible to students.

Planning Instruction and Designing Learning Experiences for all Students

- 4.1 Drawing on and valuing student's backgrounds, interests, and developmental learning needs.
- 4.2 Establishing and articulating goals for student learning.
- 4.3 Developing and sequencing instructional activities and materials for student learning.
- 4.4 Designing short-term and long-term plans to foster student learning.
- 4.5 Modifying instructional plans to adjust for student needs.

Assessing Student Learning

- 5.1 Establishing and communicating learning goals for all students.
- 5.2 Collecting and using multiple sources of information to assess student learning.
- 5.3 Involving and guiding all students in assessing their own learning.
- 5.4 Using the results of assessments to guide instruction.
- 5.5 Communicating with students, families, and other audiences about student progress.

Developing as a Professional Educator

- 6.1 Reflecting on a teaching practice and planning professional development.
- 6.2 Establishing professional goals and pursuing opportunities to grow professionally.
- 6.3 Working with communities to improve professional practice.
- 6.4 Working with families to improve professional practice.
- 6.5 Working with colleagues to improve professional practice.
- 6.6 Balancing professional responsibilities and maintaining motivation.

III. STANDARDS FOR THE NURSING PROFESSION

Theory

- Applies appropriate theory as basis for decision-making in nursing practice.

Program Management

- Maintains a comprehensive health program.

Nursing Process

- Collects information about the health and developmental status of the students in a systematic and continuous manner.
- Uses data collected about the health and educational status of the students to determine nursing diagnosis.
- Develops a nursing care plan with specific goals and interventions delineating school nursing actions unique to student needs.
- Intervenes as guided by nursing care plan to implement nursing actions that promote, maintain, or restore health, prevent illness, and effect rehabilitation.
- Assesses student responses to nursing actions in order to revise the data base nursing diagnosis and nursing care plan and to determine progress made toward goal achievement.

Interdisciplinary Collaboration

- Collaborates with other professionals in assessing, planning, implementing, and evaluating programs and other school health activities.

Health Education

- Assists students, families, and groups to achieve optimal levels of wellness through health education.

Professional Development

- Participates in evaluation to assure quality of nursing care provided for students and assumes responsibility for continuing education and professional development of self and peers.

Community Health Systems

- Assists the health services specialist to assess, plan, implement, and evaluate school health services in the broad continuum of promotion of primary, secondary, and tertiary prevention.

IV. STANDARDS FOR THE SCHOOL COUNSELING AND STUDENT SUPPORT SERVICES

PROFESSION

Foundation

- Discusses beliefs and agrees every student can achieve and will receive support.
- Supports students with data driven intentional guidance lessons.
- Prepares a school-wide written philosophy and mission statement which is presented to school administration and advisory committees.
- Prepares results-based counseling and student support plan.
- Provides learning support lessons and strategies for students at all grade levels within the academic, career, and personal/social domains.

Delivery System

- Prepares guidance curriculum action plans which are consistent with academic, career, and personal/social development.
- Meets individually with students and/or student groups.
- Provides teacher in-service training to enable teachers to assist with guidance lessons in their classrooms.
- Uses a systemic approach in helping students make appropriate education plans, career decisions, and personal goals.
- Meets with students to discuss and interpret test scores.
- Uses current materials in planning a future with students and parents.
- Plans activities for parents regarding students' educational plans.
- Assists students with resolving immediate problems.
- Uses a systematic approach for referral of students in crisis.
- Provides counseling services to individuals and small groups as well as referrals to appropriate community interventions.
- Management activities developed in collaboration with administration, teachers, community representatives, and other vital stakeholders.
- Collaborates with guidance professionals and others to collect and interpret data generated by testing programs.
- Attends professional development opportunities for school counselors and guidance professionals.
- Participates and contributes in school-wide and district-wide activities.

Management System

- Clearly defines anticipated student results.
- Maintains monthly calendars with school and counseling activities (master calendar).
- Develops timelines for meeting counseling activities.
- Collects and analyzes data (e.g., test results, attendance, graduation rates, etc.)
- Maintains a roster of advisory committees and meeting dates.

Accountability

- Establishes a timeline for collecting and reporting results data from surveys, classroom and small group lessons, standardized tests, conferences, etc.
- Uses results from data to improve services and programs.

V. STANDARDS FOR THE SPEECH PATHOLOGIST PROFESSION

Assessment

- Follows established process and timeline for speech referrals.
- Administers, scores, and interprets appropriate assessments, synthesizing the information to develop diagnoses and make appropriate recommendations for intervention.
- Collects information from family, teachers, relevant others, and other professionals, as appropriate, and integrates this information into the Language and Speech Assessment Report to share with the parents at the initial and triennial IEP meetings.
- Attends/participates in all IEP meetings for students on caseload.
- Ensures that all IEPs for which they are the case carrier are legally compliant and are submitted to the District Office in a timely manner.

Intervention

- Develops and provides intervention with measurable and achievable goals that are consistent with the students' current IEP.
- Uses a variety of clinically-appropriate instructional strategies and resources to respond to students' individual needs.
- Uses time effectively.

Professional Development

- Pursues opportunities to grow professionally.
- Works with colleagues to improve professional practice.

DEFINITIONS

Area of Investigation

A specific inquiry into student work, abilities, and/or behaviors leading to student achievement to which all teaching standards may be applied.

Assistance Plan

Specific recommendation, timelines.

Initial Conferences

The initial meeting with the evaluator used to present, definite, and articulate for mutual agreement the standards-based objectives, expected outcomes, and evidence.

Next Steps

Selected strategies to enhance/develop the teacher implementation of the teaching standards.

Objective

A statement of measurable expected student progress in an area of study.

Observation/Artifact

An observation/artifact is an instrument to gather information that demonstrates teacher progress toward meeting their objectives.

Post-Conference

A meeting as soon as possible after the observation between the evaluator and evaluatee(s) to discuss what was observed and give suggestions for improving future lessons.

Pre-Conference

A meeting before an observation with the evaluator and evaluatee(s) which articulates the lesson to be observed and the expectation of that lesson.

Reflection

A teacher narrative describing the significance of a lesson or artifact.

Self-Assessment

A critique of the evaluatee's own performance in meeting the standards and advancing student achievement.

Standards

Those standards as described under the Stull Act, California Standards for the Teaching Profession, and the District's academic standards.

Summative Evaluation

Summative evaluation is a narrative assessment which reflects teacher progress toward meeting objectives, fulfilling duties and responsibilities, and maintaining professional relationships. It also includes suggestions for future professional growth and an overall evaluation of teacher performance.

EVALUATION PROGRAM

THE OBSERVATION CYCLE

Pre-Conference

Observation

Post-Conference

THE PRE-CONFERENCE

The Purposes:

- Establish the context for the lesson.
- Clarify the teacher's goal for the lesson.
- Identify and describe the strategies and approaches the teacher will use to identify evidences of success.
- Determine an area of professional interest for the purpose of this observation.
- Define a specific focus for data gathering.

Use the following during the pre-conference discussion:

- The Pre-Post Conference Discussion Guidelines.
- The Pre-section of the Pre-Post Conference Form* to record discussion highlights.
- The California Standards for the Teaching Profession and Stull Elements.
- The Area of Investigation (Objectives) Forms.
- Any relevant student data.

*These forms remain at the school site. Reciprocal Partners will give a copy to the administrator so they may add comments.

THE PRE-CONFERENCE

The Procedure:

At the pre-conference, the partners or administrator and certificated staff member use coaching/collegial conversational skills to assist in thoroughly thinking through the planning for the lesson. Before the discussion is completed they also decide on what specific teacher and/or student behaviors are to be observed and how the information will be recorded (where to stand, what student to focus on, what student/teacher behaviors to record by using a code or tally, writing what people say, i.e., planning).

THE OBSERVATION CYCLES
Administrative Mandate – Two Observation Cycles

Observation tools designed by administrator and teacher.

Each semester:

- One pre-conference with administrator.
- One administrative observation.
- One post-conference with administrator.
Minimum of one focused on the Professional Standards and content-specific California Content Standards.
- Agreed-upon observation date and time.

Administrative Choice – One Observation Cycle

Observation tools designed by teacher and administrator.

Pre-conference with administrator

- One administrative observation.
- One post-conference with administrator.
- Agreed-upon observation date and time.

Reciprocal Partners Observation Cycles

Two Reciprocal Observation Cycles

- Two observation tools designed by partners.
- Two pre-conferences by each partner.
- Two reciprocal observations by each partner.
- Two post-conferences by each partner.
Administrator receives copies of all pre/post conference forms.
- Agreed-upon observation date and time.
- Does not replace evaluation with administrator.

Portfolio – Two Observation Cycles

The Procedure:

Two collaborations between the teacher and the administrator to discuss the accompanying artifacts. This replaces the administrative classroom observation, although the meeting may take place in the classroom where artifacts are part of the environment.

The purpose of each meeting is to:

- Analyze four selections of the Portfolio to get a deeper understanding of the selections through dialogue and to get additional ideas for new strategies or improvements.
- Assess the degree to which the artifacts demonstrate student progress in meeting objectives.
- Reflect on the application of the California Standards for the Teaching Profession as they support success in their teaching practice.

This does not replace the summative evaluation with the administrator.

THE CLASSROOM OBSERVATION

The Purpose:

The intent of a classroom observation is to gather information about a teacher's practice to increase student learning.

(Please note: Administrators and all certificated staff are responsible for maintaining professional standards at all times. Consequently, as administrators observe in classrooms or work setting they also have the right and responsibility to identify any concerns related to the Professional Standards while they are observing for specific goals or for an Area of Investigation. In addition, administrators always have the right and the responsibility to observe classrooms or work setting at any time.

THE CLASSROOM OBSERVATION AFTER THE PRE-CONFERENCE

The Procedure

Partners/administrators enter classrooms or work areas as research assistants for the person they are observing. They are gathering "data" that the person needs to learn in order to move forward and meet objectives in his/her teaching practice. The observation may be designed collaboratively, or may be very specific or broader in scope depending on the focus of the observation.

Create the observation tools that will give you the information you need.

EXAMPLES OF GENERIC OBSERVATION TOOLS

- Selected verbatim scripting
- Seating chart
- Tally for teacher and student behaviors
- Student time on task or response frequency chart

PROFESSIONAL STANDARDS AND PORTFOLIO SAMPLE ARTIFACTS

Domain 1: Engaging and supporting all students in learning

- Student work samples reflecting progress in achieving objectives
- Examples of technology integrated into instruction
- Video of classroom instruction demonstrating students achieving standards as a result of effective application of the CSTP
- Teacher narrative regarding decisions about modifying instruction
- Photographs and/or student profiles that reflect an understanding of students' unique learning needs
- Items that highlight instructional practices, processes, and grouping strategies

THE POST-CONFERENCE

The Purposes:

- To recall the lesson
- To compare what actually happened with what was desired
- To refocus on area of professional interest
- To reflect upon evidence
- To draw cause and effect relationships between teacher behaviors and student learning
- To consider implications for teaching
- To consider possible improvements or new strategies
- To develop insight into coaching process

The Procedure:

At the post-conference, the partners or administrator and certificated staff member use coaching/collegial conversational skills to assist in thoroughly reflecting on the lesson and next steps.

Use the following during the post-conference discussion:

- The post-discussion guidelines
- Information from the Pre part of the Pre-Post Conference Form*
- The Post section of the Pre-Post Conference Form* to record discussion highlights and next steps
- The California Standards for the Teaching Profession and Stull elements
- The Objectives Form (P-28)
- Data gathered from the observation or from the review of the portfolio artifacts

*These forms remain at the school site. Reciprocal Partners will give a copy to the administrator so they may add comments.

THE EVALUATION SUMMARY PROCESS AND THE P-28 FORM

Timeline: March – May

- March 1 The Summative Evaluation, P-28(d), on all teachers not being considered for reemployment is due in Human Resources.
- April 15 By this date the second Summative Evaluation is to be completed for all probationary teachers.
- April 30 By this date the Summative Evaluation must be completed and presented to those permanent teachers being evaluated.

THE EVALUATION SUMMARY CONFERENCE

The Procedure:

Use the following during the Summative Meeting:

- The Evaluation Summary section of the Certificated Evaluation Form
- The Objectives Form
- Data to support the degree to which objectives have been met
- Information from Pre-Post Conference Forms
- The California Standards for the Teaching Profession and Stull elements
- Portfolio artifacts
- Other data appropriate to evaluation

THE SUMMATIVE EVALUATION MEETING FOR ALL CERTIFICATED UNIT MEMBERS

Teacher writes self-assessment comments on the P-28 as to the degree to which objectives have been met.

The teacher may write supporting details regarding his/her teaching practice within the California Standards for the Teaching Profession.

Administrator writes assessment comments based on the evidence presented regarding the degree to which the teacher met stated objective (P-28). Other comments may address the teacher's practice within the CSTP.

Teacher and administrator collaboratively write next steps.

Administrator designates performance one of four categories ranging from "meets standards" to "unsatisfactory."

DESIGNATION OF NEXT EVALUATION CYCLE

Factors to Consider:

Probationary

Permanent in the district less than ten years and/or are NCLB non-compliant.

Permanent in the district 10 years, NCLB compliant.

Article IX, Evaluations, of the Agreement between the District and the Baldwin Park Education Association, Section C, 4, b(1):

Permanent unit members shall be evaluated at least once every other year or, if they have been employed by the District for at least ten years, are highly qualified as defined in 20 U.S.C. Section 7801, and were rated as meeting or exceeding standards in their previous evaluation, may be evaluated at least once every five years, subject to the mutual agreement of the unit member and evaluator and the right of either party to withdraw consent at any time.

NON-EVALUATION YEAR PROCEDURE FOR ELIGIBLE 5-YEAR-CYCLE TEACHER (Beginning 2005)

On non-evaluation years, teachers will meet with the administrator to review their teaching practice and each will write a short commentary on the P-28(e). The non-evaluative P-28(e) will be signed off by both the teacher and the administrator and submitted to Human Resources for the individual's personnel file.

NAME: _____

OBJECTIVE(S) addressing the four areas of AB293 (STULL)

Area of Investigation (Any area of your teaching to which all standards may be applied)

OUTCOMES/TIMELINES What I expect to see from myself or my students and when (a minimum of four)	STRATEGIES and TECHNIQUES What I will do to reach the expected outcomes	EVIDENCE What I will use to indicate progress	COMMENTS

Date of Initial Conference _____

Date of Final Conference _____

Evaluator's Signature _____

Evaluator's Signature _____

Evaluatee's Signature _____

Evaluatee's Signature _____

DISTRIBUTION: 1 Copy - Personnel 1 Copy - Employee 1 Copy - Evaluator

Baldwin Park Unified School District

**CERTIFICATED PRE AND POST CONFERENCE FORM
2012-2013**

Name _____

Pre Conference Date _____

Identify the specific Student-Teacher behaviors that will demonstrate achievement of the Area of Investigation. State what will be observed for specifically.

Post Conference Date _____

After sharing the observation data, compare what happened with what was desired. Reflect on what helped and what hindered, and why.

Next Steps:
Improvements

New Strategies

Final Comments

Certificated Staff Administrator _____ Date _____

Baldwin Park Unified School District
SUMMATIVE EVALUATION
2012-2013

P-28(d)

NAME _____

Teacher's Self-Assessment Comments

Administrator's Assessment Comments

Next Steps: _____ Next formal evaluation year _____ Self-Evaluation

The overall evaluation for this teacher based on his/her certificated evaluation _____ Date _____

- | | | | |
|---|---|------------------------------|-----------------------------|
| 1. <input type="checkbox"/> Meets standards | 2. <input type="checkbox"/> Working toward standards | <i>Recommend for re-hire</i> | |
| 3. <input type="checkbox"/> Needs improvement | 4. <input type="checkbox"/> Unsatisfactory (REFER TO PAR) | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Evaluator's Signature _____ Date _____

I have read the above evaluation and have discussed its contents with the evaluator.

Evaluatee's Signature _____ Date _____

The signature of the Evaluatee does not imply agreement. The Evaluatee may submit a response or reaction which will be appended to the evaluation.

Baldwin Park Unified School District

YEAR-END REFLECTION OF TEACHING PRACTICE
BASED ON CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION
2012-2013

Name _____ Date _____

Site _____ School Year _____

<u>TEACHER</u>	<u>ADMINISTRATOR</u>

To be formally evaluated in _____ school year.

Signature of Teacher

Signature of Administrator