

Downey Unified School District

CERTIFICATED PERSONNEL

EVALUATION

MAR 4117

Purpose

Board policy has established that the purpose of evaluation is the improvement of instruction through the careful assessment of certificated personnel competence and effectiveness in relation to the needs of the District.

Frequency of Evaluation

Upon hire, all certificated administrators will be evaluated the first three years in their position and then evaluated every three years thereafter.

All administrators serving in a new assignment resulting from relocation or change in position shall be evaluated that year.

Who will be Evaluated

The Administrator's Evaluation for certificated directors, principals, assistant principals, vice principals, and program administrators/specialists is based upon the California Professional Standards for Educational Leaders (CPSELS).

The evaluation for psychologists will be based on the National Association of School Psychologists "Model for Comprehensive and Integrated School Psychological Services" (MCISPS).

Principals will be evaluated by the Assistant Superintendent, Educational Services, or the Superintendent's designee.

Assistant principals and vice principals will be evaluated by the principal.

Psychologists will be evaluated by the Director of Special Education or the Superintendent's designee.

All other District level administrators (i.e. directors, program administrators, and program specialists) will be evaluated by their direct supervisor or the Superintendent's designee.

Procedure

1. It shall be the responsibility of the evaluator to formally establish, with each evaluatee under his/her supervision, an understanding of the evaluation policy, procedures, and educational philosophy of the District.

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Procedure - continued

2. Self-evaluation shall be encouraged.
3. Each person evaluated shall have the opportunity to participate in establishing the objectives upon which he/she will be assessed. A minimum of two conferences shall be held with the employee for the purpose of developing objectives related to his/her position. The final decision on required standards of performance shall remain with the duly authorized representative of the Board of Education.
4. Factors, either positive or negative, that affected the achievement of the stated objectives shall become a matter of written record on the evaluation form.
5. Using the District's evaluation form, evaluation of professional performance for directors, principals, assistant principals, and vice principals shall be based on the California Professional Standards for Educational Leaders (CPSELS) and shall include:
 - a. Shared vision of learning
 - b. Culture for student learning and professional growth
 - c. Organization and resource management
 - d. Collaboration with diverse families and communities
 - e. Personal ethics and leadership capacity
 - f. Political, social, economic, legal, and cultural understanding
6. Using the District's evaluation form for school psychologist, evaluation of professional performance shall be based on the National Association of School Psychologists "Model for Comprehensive and Integrated School Psychological Services" and shall include:
 - a. Data-Based Decision Making and Accountability
 - b. Consultation and Collaboration

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- c. Interventions and Instructional Support to Develop Academic Skills
- d. Interventions and Mental Health Services to Develop Social and Life Skills
- e. School-Wide Practices to Promote Learning
- f. Preventive and Responsive Services
- g. Family-School Collaboration Services
- h. Diversity in Development and Learning
- i. Research and Program Evaluation
- j. Legal, Ethical, and Professional Practices

Pre-Evaluation Meeting and Pre-Evaluation Worksheet

The evaluator will schedule a Pre-Evaluation Meeting with the administrator prior to October 15th.

Prior to the Pre-Evaluation Meeting, the administrator will complete a draft of the Pre-Evaluation Worksheet. The Pre-Evaluation Worksheet serves as a goal setting document.

For each CPSELS or MCISPS on the Pre-Evaluation Worksheet, the administrator will note Success Indicators and/or Goals, relative to the administrator's school plan and the District's annual goals.

The administrator will submit an electronic copy of the Pre-Evaluation Worksheet to his or her evaluator no later than October 15th. The administrator will bring a hard copy of the completed form to the Pre-Evaluation Meeting.

At the Pre-Evaluation Meeting, the evaluator and the administrator will reach mutual agreement on Success Indicators and/or Goals. At the conclusion of the meeting, both the evaluator and administrator will be provided a final signed copy of the Pre-Evaluation Worksheet.

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Pre-Evaluation Meeting and Pre-Evaluation Worksheet - continued

Observations shall be followed by conferences between the evaluator and evaluatee.

When short term evaluations are made, where the evaluatee has been recently assigned to a position, a notation shall be recorded specifying the period of time covered by the evaluator.

Monitoring and Evaluation Procedures

The evaluator shall monitor such activities of the administrator as he/she deems necessary to evaluate the administrator's progress toward meeting the CPSELS or MCISPS.

Monitoring shall include observations, conferences, and document analysis.

Formal Evaluation Meeting

The evaluator will meet with the administrator in a Formal Evaluation Meeting to discuss the administrator's progress in meeting the CPSELS or MCISPS.

At the Formal Evaluation Meeting, the administrator will bring to the meeting any documents or artifacts to demonstrate progress towards meeting the established goals and the CPSELS or MCISPS. In addition, the evaluator may ask the administrator to bring or produce specific documents and/or data for the meeting.

Formal Evaluation Form

After the formal evaluation meeting, the evaluator will complete the Formal Evaluation Form and submit a copy to each of the following: the administrator, Assistant Superintendent, Educational Services, and the Certificated Personnel Services Department to be placed in the administrator's personnel file.

Timeline

Prior to October 15th, the administrator will submit a draft of the Pre-Evaluation Worksheet to the evaluator and will meet in the Pre-Evaluation Meeting to discuss and mutually agree upon the Success Indicators and/or Goals to formalize the agreement on the Pre-Evaluation Worksheet.

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Timeline - continued

Prior to June 10th, the administrator will prepare a summary/reflection on progress made toward meeting their Success Indicators and/or Goals.

Prior to June 15th, the evaluator and the administrator will meet in the formal Evaluation Meeting.

Prior to June 30th, the evaluator will provide a copy of the completed Formal Evaluation Form to the administrator.

The evaluatee may submit a written response to the evaluator's statements at any time. Said response shall be filed within the current school year, attached to the evaluation, and placed in the employee's personnel file retained in the District Personnel Office.

The evaluatee shall be requested to sign the evaluation report. The signature does not necessarily indicate that the certificated employee endorses or agrees with the contents of the report.

Evaluation reports shall be retained in the Personnel Office as confidential material and filed in the personnel folder of the individual employees.

Information from the employee's personnel folder shall be available to the employee and those who are concerned with the supervision, proper assignment, and future employment of the employee. Pre-employment confidential reference material cannot be made available to the employee for inspection.

Definition of Terms

Assessment: A determination resulting from the evaluation process.

Certificated Personnel: Those employees of the District whose positions require a credential in order to carry out their assigned responsibilities.

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Definition of Terms - continued

Evaluation:	The process of making considered judgments concerning the professional accomplishments and competencies of a certificated employee in his/her assigned areas of employment based upon a broad knowledge of the area of performance involved, the specific characteristics of the situation both negative and/or positive which would add to or detract from the accomplishment of the objectives for which the individual is being evaluated, and the specific standards of performance pre-established for the position.
Evaluatee:	One who is evaluated.
Evaluator:	One who evaluates.
Goal:	A statement of broad direction or intent.
Objective:	An accomplishment which can be verified within a given time.
Proper Control:	A suitable exercise of influence over an individual or a group in order to facilitate learning opportunities.
Standard of Performance:	An authoritative or mutually established level of accomplishment.
Suitable Learning Environment:	An adequate or appropriate set of conditions which facilitate opportunities for learning within the resources of the District.

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