

**HERMOSA BEACH
CITY SCHOOL DISTRICT**

**GUIDE TO
PERFORMANCE
EVALUATION
FOR TEACHERS**

Adopted: July 13, 1994

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INTRODUCTION

In 1983, the California Legislature passed SB813 which required that school districts utilize the following factors to assess and evaluate teacher performance;

- (a) The governing board of each school district shall establish curriculum standards at each grade level in each area of study.
- (b) The governing board of each school district shall evaluate and assess certificated employee competency as it reasonable relates to:
 - (1) The progress of pupils toward the standards established pursuant to subdivision (a).
 - (2) The instructional techniques and strategies used by the employee.
 - (3) The employee's adherence to established standards.
 - (4) The establishment and maintenance of a suitable learning environment, within the scope of the employees' responsibilities. (Ed. Code 44662)

Teacher evaluation has one primary goal--instructional improvement. The process adopted for the evaluation of teachers by the Hermosa Beach City School District emphasizes the improvement of instruction by recognizing effective teaching practices and providing constructive assistance.

By following specific guidelines and clearly observable criteria, the evaluator and teacher evaluatee are able to communicate using a common frame of reference and mutually understood evaluation objectives. Teachers receive feedback based upon classroom observations, student performance, and discussion of instructional planning and implementation.

The purpose of this guide is to explain the teacher evaluation process in the Hermosa Beach City School District.

TEACHER EVALUATION OBJECTIVES AND OBSERVABLE INDICATORS

The following objectives will be the basis upon which teacher competency will be evaluated in the Hermosa Beach City School District. The objectives are based on the guidelines of SB813. Each objective is clarified by a set of observable indicators. These indicators are presented as examples of observable behavior which would indicate that the objective is being achieved. The indicators are not intended as a checklist and should never be used as such.

I. The progress of pupils toward the standards established pursuant to expected pupil achievement at each grade level in each area of study.

All teachers are expected to:

A. Plan for all instruction.

1. The teacher plans lessons which reflect goals and objectives of units of study and/or student skill profiles.
2. The teacher prepares, in advance, materials, supplies, and equipment to be used for an activity.
3. The teacher uses correlated material related to course and subject matter being taught.
4. The teacher has a plan for evaluation and testing of students.
5. The teacher has clear and appropriate objectives for each lesson.
6. The teacher establishes a logical sequence of instruction for designated units of study.
7. The teacher plans long and short term objectives for the units of ~~student~~ study.

B. Systematically assess students on course objectives as required.

1. The teacher uses test items which are appropriate for student level and the goals and objectives of the lesson or unit.
2. The teacher uses assessment results to evaluate student progress and effectiveness of instruction.
3. The teacher uses assessment results for subsequent instructional planning.

C. Provide for instruction of students with exceptional needs.

1. The teacher is aware of students with exceptional health, physical, and learning abilities or disabilities.
2. The teacher makes appropriate adjustments for students with exceptional health, physical, and learning abilities or disabilities.

II. Instructional techniques and strategies used by the employee.

All teachers are expected to:

A. Select appropriate lesson objectives for curricular adherence and student level.

1. The teacher bases lesson objectives on HBCSD curricular goals and objectives.

2. The teacher sets clear, student-centered objectives at appropriate level of difficulty.
- B. Select teaching methods and practice strategies appropriate to the accomplishment of the objective.
1. The teacher provides student with appropriate practice.
 2. The teacher involves student in the learning experience.
 3. The teacher will extend student critical thinking skills through effective questioning, strategies and/or lesson activities.
- C. Adjust teaching techniques to meet the needs of the students.
1. The teacher will re-teach when necessary.
 2. The teacher will adjust techniques when needed.
- D. Present materials clearly.
1. The teacher provides appropriate models for students.
 2. The teacher conveys concepts and materials on an appropriate level.
- E. Monitor student progress and understanding throughout the lesson/unit.
1. The teacher solicits a variety of student responses to check student understanding.
 2. The teacher uses information from student responses to adjust instructional activities.

III. Employee adherence to curricular objectives.

All teachers are expected to:

- A. Implement an instructional program which adheres to HBCSD curricular objectives and reflects the goals and objectives of the course of study.
1. The teacher bases student evaluation upon the objectives in the course of study.
 2. The teacher uses instructional activities which are directly related to the objectives in the course of study.
 3. The teacher designs homework to achieve objectives.
- B. Use appropriate instructional materials, as available.
1. The teacher utilizes materials that address a variety of learning styles.
 2. The teacher uses a variety of prescriptive materials that are consistent with student skills as appropriate.
 3. The teacher utilizes materials designed to generate and hold student interest.

IV. The establishment and maintenance of a suitable learning environment, within the scope of the employees' responsibilities.

All teachers are expected to:

- A. Provide an educational environment, which reflects subject areas taught and stimulates student achievement.
 - 1. The teacher uses visual displays which ~~and~~ are related to subject taught and enhance learning.
 - 2. The teacher arranges the room to facilitate learning activities.
 - 3. Student-student and teacher-student interaction indicates mutual respect.
 - 4. The teacher establishes an atmosphere which is student centered and reflects a positive learning environment.

- B. Maintain student discipline and classroom control consistent with school and HBCSD standards.
 - 1. The teacher enforces school and District rules in the classroom and on campus.
 - 2. The teacher shows evidence of being aware of what students are doing in the classroom.
 - 3. The teacher responds appropriately to disruptive behavior.
 - 4. The teacher promptly gains and maintains student attention.
 - 5. The teacher provides feedback to students about their behavior.
 - 6. The teacher is consistent and fair in the application of consequences.

- C. Maintain an orderly and safe physical classroom environment.
 - 1. The teacher maintains a classroom that is orderly and organized.
 - 2. The teacher uses appropriate safeguards when using instructional equipment and displays.
 - 3. The teacher responds appropriately to unsafe student behavior.
 - 4. The teacher instructs and expects proper care and use of equipment and materials.
 - 5. The teacher reports unsafe conditions to the appropriate personnel.

V. Professional Activities

All teachers are expected to:

- A. Employ grading practices which are consistent with school and grade level policies to be determined jointly by the teachers and the administrative team.
 - 1. The teacher's evaluation and grading of students is consistent with the goals and objectives of the class.
 - 2. The teacher explains to students and parents the grading practices which will be used.
 - 3. The teacher takes advantage of report card comments to further explain students' achievement and effort in the classroom.
 - 4. The teacher's grading practices are fair and equitably applied to all students.

- B. Provide clear and appropriate plans and materials for substitutes.

1. The teacher prepares lesson plans for the substitute teacher which are easily understood and consistent with the course of study implemented.
 2. The teacher has appropriate materials such as a seating chart available for substitutes to conduct the lesson.
- C. Keep accurate, timely records and provide requested data from them.
1. The teacher maintains legible, accurate and current attendance/grade books.
 2. The teacher writes referrals that contain a clear description of the reason for the referral.
 3. The teacher maintains appropriate security and accounting for all equipment and supplies for which he/she is responsible.
 4. The teacher provides data and records requested by the principal by a specific date.
- D. Communicate with students, parents, and other personnel in a professional and effective manner.
1. The teacher uses communications which are professional and appropriate.
 2. The teacher makes reasonable attempts, as authorized in handbook, to contact parents of all students who are experiencing academic, or behavior problems in accordance with District/School procedures.
- E. Participate, as appropriate, in curriculum review and revision, and school plan development and implementation and staff development.
1. The teacher maintains a knowledge of current curriculum trends and developments in his/her field.
 2. The teacher participates in the school plan development at regularly scheduled meetings.
 3. The teacher implements the adopted school plan.
 4. The teacher participates in staff development opportunities designed to strengthen and/or enrich the teaching and learning experiences for students.
- F. Assume responsibilities in accordance with HBCSD and school policies.
1. The teacher follows procedures and policies established by the school and the district.

**ANNUAL INFORMAL CLASSROOM OBSERVATION PROCESS
FOR ALL DISTRICT TEACHERS**

1. Every teacher will be observed annually by an administrator on an informal basis.
2. By March 1, all teachers will be provided a written report of at least one informal classroom observation using the Teacher Observation Report.
3. This written report will be discussed by the administrator in a conference with the teacher, signed and dated.
4. If the teacher does not agree with the observation report written, the teacher may submit a written response within 5 working days.
5. This Teacher Observation Report will then be filed in the teacher's personnel file.

CLASSROOM OBSERVATION PROCESS AND EVALUATION PROCEDURES FOR PROBATIONARY EMPLOYEES

1. Each probationary teacher will be observed at least three times by an administrator on a formal basis during each of the first two probationary status years of employment in Hermosa Beach, and then again in the third year, which then becomes the first year as a permanent, tenured employee.
2. Prior to each observation, a pre-conference will be held with the administrator at which time the probationary teacher will have the opportunity to share the lesson plans using the optional Initial Planning Sheet or in another format with similar information.
3. Following the observation, a post-conference will be held to discuss the observation. The administrator will have completed both the Teacher Observation Report, for use as a discussion item and the first observation column on the Teacher Performance Evaluation form.
4. Three complete pre-conference, observation and post-conference cycles will be held prior to February 15 during each of the first two probationary years of the teacher's employment in Hermosa Beach.
5. A final completed Teacher Performance Evaluation form will be completed reflecting all three observations by March 1.
6. The Re-Employment Recommendation will be completed at the bottom of the Evaluation form.
7. If an Assistance Plan is indicated, the administrator and the teacher will work together to establish goals and objectives for strengthening each area indicated.
8. If the teacher does not agree with the Evaluation form, the teacher may submit a written response within 5 working days.
9. The Teacher Performance Evaluation form, Teacher Observation Reports, and Initial Planning Sheet will then be filed in the teacher's personnel file.

OBSERVATION AND EVALUATION PROCESS FOR TENURED FACULTY

1. Tenured faculty members will be formally evaluated every other year. At the beginning of each academic year, those tenured faculty members scheduled for an evaluation will be notified in writing.
2. Prior to each observation (up to a total of three), a pre-conference will be held with the administrator at which time the teacher will have an opportunity to share the lesson plans scheduled using the Initial Planning Sheet. If the faculty member states in writing that the evaluator "should come in anytime," it will be assumed that faculty member chooses to bypass the pre-conference option.
3. Following each observation, up to a total of three, a post-conference will be held to discuss the observation. The administrator will have completed both the Teacher Observation Report, for use as a discussion item and the corresponding observation column on the Teacher Performance Evaluation form.
4. A final completed Teacher Performance Evaluation form will be completed reflecting observations, "not later than 30 days before the last school day scheduled on the school calendar adopted by the governing board for the school year in which the evaluation takes place." (California Education Code, Article 1, Section 44663)
5. If an Assistance Plan is indicated, the administrator and the teacher will work together to establish goals and objectives for strengthening each area indicated.
6. The Teacher Performance Evaluation form, Teacher Observation Reports, and Initial Planning Sheet will then be filed in the teacher's personnel file.

Hermosa Beach City School District

INITIAL PLANNING SHEET

NAME _____ STATUS: Perm. ___ Prob. (yr.) ___ Temp. ___ Other _____

SCHOOL/DEPT. _____ GRADE LEVEL OR SUBJECT _____

DATE OF CONFERENCE _____ OBSERVER/EVALUATOR _____

REPRESENTATIVE INSTRUCTIONAL LESSON

Instructional Objectives	Methods, Techniques, Strategies	Plans for Assessment of Achievement

Anticipated Length of Lesson

Evaluatee Initial

Evaluator Initial

NAME _____

TEACHER COMPETENCY WILL BE EVALUATED AND ASSESSED ACCORDING TO THE FOLLOWING GOALS AND OBJECTIVES:

- I. The progress of pupil toward the standards established pursuant to expected pupil achievement at each grade level in each area of study. All teachers are expected to:
 - A. Plan for all instruction.
 - B. Systematically assess students on course objectives.
 - C. Provide for instructional of students with exceptional needs.

- II. Instructional techniques and strategies used by the employee. All teachers are expected to:
 - A. Select appropriate lesson objectives for curricular adherence and/or student level.
 - B. Select teaching methods and practice strategies appropriate to the accomplishment of the objective.
 - C. Adjust teaching techniques to meet the needs of the students.
 - D. Present materials effectively.
 - E. Monitor student progress and understanding throughout the lesson/unit.

- III. Employee adherence to curricular objectives. All teachers are expected to:
 - A. Implement an instructional program which adheres to curricular objectives and reflects the goals and objectives of the course of study while considering students' individual differences.
 - B. Use appropriate instructional materials, as available.

- IV. The establishment and maintenance of a suitable learning environment, within the scope of the employees' responsibilities. all teachers are expected to:
 - A. Provide an educational environment, which reflects subject areas taught and stimulates student achievement.
 - B. Maintain student discipline and classroom control consistent with school and HBCSD standards.
 - C. Maintain an orderly and safe physical environment.

- V. Professional activities. All teachers are expected to:
 - A. Employee grading practices which are consistent with HBCSD, school and department/grade level policies.
 - B. Provide clear and appropriate plans and materials for substitutes.
 - C. Keep accurate, timely records and provide requested data from them.
 - D. Communicate with students, parents, and other personnel in a professional and effective manner.
 - E. Participates in curriculum review and revision, and school plan development and implementation and staff development.
 - F. Assume responsibilities in accordance with HBCSD and school policies.

COMMENTS/SUGGESTIONS (Optional):

I have received a copy of the completed Initial Planning Sheet and understand my final evaluation shall include but not be limited to these stated objectives through the framework established in the Contract of Agreement between the Hermosa Beach City School District and Hermosa Beach Teachers Association.

Signed _____

Signed _____

Evaluatee

Date

Observer/Evaluator

Date

Distribution: 1) Employee, 2) Evaluator, 3) Personnel

9/93

Hermosa Beach City School District

TEACHER OBSERVATION REPORT

TEACHER _____

OBSERVER _____

PERMANENT _____ PROBATIONARY _____ TEMPORARY _____ SUBSTITUTE _____

CLASS/ACTIVITY OBSERVED _____ TIME IN _____ TIME OUT _____

DATE OF OBSERVATION _____ DATE OF CONFERENCE _____ NO. OF STUDENTS _____

1. PLANNING: The teacher plans for all instruction.

OBSERVATIONS:

2. INSTRUCTION: The teacher adheres to District curricular objectives and uses effective instructional techniques, strategies and materials, while considering students' individual differences.

OBSERVATIONS:

3. LEARNING ENVIRONMENT: The teacher provides a positive learning environment and maintains student discipline and classroom control consistent with HBCSD and school policies.

OBSERVATIONS:

4. SUMMARY COMMENTS (Required - this section communicates an overall assessment of the observation):

SIGNATURE OBSERVER _____

TITLE _____

THIS REPORT HAS BEEN DISCUSSED WITH ME IN CONFERENCE WITH THE OBSERVER.

(The teacher may, within five (5) working days, make a written response to this observation, and the same will be filed with the observation. **A SIGNATURE ON THIS OBSERVATION DOES NOT NECESSARY SIGNIFY AGREEMENT WITH THE OBSERVATION.**)

SIGNATURE OBSERVEE _____ DATE _____

Hermosa Beach City School District

TEACHER PERFORMANCE EVALUATION

NAME _____ DATE _____

POSITION _____

(School/Assignment/Grade/Subject)

OBSERVATION _____

DATES _____

CONFERENCE _____

DATES _____

STATUS: Permanent ___ Probationary(yr.) ___ Temporary ___ Other _____

1a. SATISFACTORILY MEETS STANDARDS OF EXPECTATIONS ALL OF THE TIME

1b. SATISFACTORILY MEETS STANDARDS OF EXPECTATIONS MOST OF THE TIME

2. PERFORMANCE IN THIS AREA IS UNSATISFACTORY/NOT MEETING DISTRICT STANDARDS

I. PLANNING	1a	1b	2
A. Systematically plans for instruction			
B. Assesses students on course objectives as required.			
C. Provides for instruction of students with exceptional needs			

EVALUATORS COMMENTS:

II. INSTRUCTIONAL TECHNIQUES AND STRATEGIES	1a	1b	2
A. Selects appropriate lesson objectives for curricular adherence and/or student level			
B. Selects teaching methods and practices strategies appropriate to the accomplishment of the objective			
C. Adjusts teaching techniques to meet the needs of the students			
D. Presents materials clearly			
E. Monitors student progress and understanding throughout the lesson/unit			

EVALUATORS COMMENTS:

III. ADHERENCE TO CURRICULAR OBJECTIVES	1a	1b	2
A. Implements an instructional program which adheres to curricular objectives and reflects the goals and objectives of the course of study while considering students' individual differences			
B. Uses appropriate instructional materials, as available			

EVALUATORS COMMENTS:

IV. ESTABLISHMENT AND MAINTENANCE OF A SUITABLE LEARNING ENVIRONMENT	1a	1b	2
A. Provides an educational environment, which reflects subject areas taught and stimulates student achievement			
B. Maintains student discipline and classroom control consistent with school and HBCSD standards			
C. Maintains an orderly and safe physical environment			

EVALUATORS COMMENTS:

V. PROFESSIONAL ACTIVITIES	1a	1b	2
A. Employs grading practices which are consistent with HBCSD school and department/grade level policies			
B. Provides plans and materials for substitutes			
C. Keeps accurate, timely records and provide requested data from them			
D. Communicates with students, parents, and other personnel in a professional manner			
E. Participates in curriculum review and revision, and school plan development and implementation			
F. Assumes responsibilities in accordance with HBCSD and school policies			

EVALUATORS COMMENTS:

Re-Employment Recommendation:

___ Retain

___ Retain But Must Show Improvement
(Assistance Plan Required)

___ Do Not Retain

___ Refer to PAR

SIGNATURE EVALUATOR _____

DATE _____

SIGNATURE EVALUATEE _____

DATE _____

This report has been discussed with me in conference with the evaluator. An opportunity has been extended to me to append comments regarding this evaluation. A SIGNATURE ON THIS FORM DOES NOT NECESSARILY SIGNIFY AGREEMENT WITH THE EVALUATION.

Distribution: 1) Employee, 2) Evaluator, 3) Personnel

RATING GUIDELINES

- (1a) **Satisfactorily meet standards of expectations all of the time** - applicable indicators are consistently implemented. The teacher demonstrates knowledge, judgment, and skills in achieving the objective. Instruction is delivered with skill and provides every student the opportunity to learn.

- (1b) **Satisfactorily meet standards of expectations most of the time** - Applicable indicators are not implemented in a consistent manner. The teacher needs to consistently demonstrate the knowledge, judgment, and skills necessary to achieve the objective. Instruction needs to be delivered in such a way that all students have the opportunity to learn. Observations and/or evaluations have identified where improvement is needed.

- (2) **Performance in this area is unsatisfactory/not meeting District standards** - Applicable indicators are not being implemented. This employee does not demonstrate the knowledge, judgment, and/or skills necessary to achieve the objective.

INITIAL PLANNING CONFERENCE AND INITIAL PLANNING SHEET

1. Every teacher will participate in the observation phase of the evaluation process annually.
2. The teacher and the observer/evaluator must hold a planning conference between September 15 and November 15. The purpose of this conference is to clarify the evaluation process, the criteria for evaluation and the observer/evaluator's expectations. Any questions or concerns of either party should be addressed openly during this discussion.

In addition, all parts of the Initial Planning Sheet including the Representative Instructional Unit on page 1 of the Initial Planning Sheet shall be thoroughly reviewed and discussed. The purpose of this part of the Initial Planning Sheet is to provide an opportunity for both parties to discuss instructional planning.

3. Prior to the Initial Planning Conference, the teacher will complete page one of the Initial Planning Sheet--Representative Instructional Unit--using one specific instructional unit (e.g., novel, thematic unit, measurement, dinosaurs, etc.) that is representative to his/her teaching. The teacher will bring this completed section to the Initial Planning Conference.

Guidelines and samples for the completion of the Representative Instructional Unit follow:

- a. Instructional Objectives - Write the student performance objectives for the selected instructional unit.
 - b. Methods, Techniques, Strategies - Include all of the instructional activities to be used for this unit.
 - c. Plans for Assessment of Student Achievement - Identify how students will be assessed to determine student achievement.
 - c. Anticipate Length of Unit - Write the length of time required to teach the unit.
4. Page 2 of the Initial Planning Sheet lists the Teacher Evaluation Objectives. These should be thoroughly discussed at the conference.
 5. Comments/Suggestions - As the planning conference is also an opportunity for either the teacher or the evaluator to add objectives that are considered important for focus during the evaluation period, either party may wish to add objectives or comments in the space provided on page 2. Any additional objectives should be discussed thoroughly and mutually agreed upon by the evaluator and the teacher.
 6. Signatures and Initials - both the teacher and evaluator must initial page 1 and sign and date page 2 of this form.

FORMAL CLASSROOM OBSERVATION CONFERENCE AND REPORT

1. Every teacher will be formally observed annually by an administrator or designee.
2. By March 1, all teachers are required to receive a written report of at least one formal classroom observation annually. For teachers being formally evaluated, three observations are required. These written observation reports, the basis of which will be the observation and observation conference, will be prepared by the observer/evaluator on the Teacher Observation Report.
3. An observation conference should be scheduled as soon as possible after the formal classroom observation. This will provide the opportunity for both the teacher and the observer/evaluator to discuss what was observed.
4. The following are guidelines for completing the Teacher Observation Report.
 - a. The observer/evaluator should fully complete the information at the top of the Teacher Observation Report.
 - b. The observer/evaluator should accurately describe what was observed during the noted time frame related to each section on the form. The descriptions should be thorough, accurate, and free of judgmental statements. Observations, as recorded in Sections 1, 2, and 3 should not be evaluative.
 - c. The Observable Indicators for the Teacher Evaluation Objectives may be used as frames of reference; however, the evaluator should not use these as checklist items during the observation/evaluation process.
 - d. Section 4 - Summary Comments, to be prepared and written by the observer, should be used to communicate an overall assessment of the specific observations to the teacher.
5. The Teacher Observation Report should be completed promptly and returned to the teacher. Both the teacher and observer should sign and date the completed report as provided at the bottom of the page.

TEACHER PERFORMANCE EVALUATION CONFERENCE AND REPORT

1. Teachers are formally evaluated by their principal or his/her designee (or immediate supervisor in the case of the District Office) at least on an annual basis, except that commencing with the fifth year of teaching in the District, unit members shall be evaluated at least every second year.
2. For teachers being evaluated, at least three formal written performance evaluations and conferences must be completed no later than thirty (30) days before the last instructional day.
3. The evaluation conference will focus on the evaluator's judgment of the teacher's performance on specific objectives as well as overall competence. Areas of concern or deficiency should be thoroughly discussed and specific recommendations for improvement should be made.
4. The Teacher Performance Evaluation Report will be completed by the evaluator and may form the basis for the evaluation conference.
 - a. The evaluator will insert all appropriate data at the top of the Teacher Performance Evaluation Report.
 - b. Based on an analysis of all available data, the evaluator will give a rating of 1, 2, or 3 for each objective as follows:

RATING GUIDELINES

- (1a) **Satisfactorily meet standards of expectations all of the time** - applicable indicators are consistently implemented. The teacher demonstrates knowledge, judgment, and skills in achieving the objective. Instruction is delivered with skill and provides every student the opportunity to learn.
 - (1b) **Satisfactorily meet standards of expectations most of the time** - Applicable indicators are not implemented in a consistent manner. The teacher needs to consistently demonstrate the knowledge, judgment, and skills necessary to achieve the objective. Instruction needs to be delivered in such a way that all students have the opportunity to learn. Observations and/or evaluations have identified where improvement is needed.
 - (2) **Performance in this area is unsatisfactory/not meeting District standards** - Applicable indicators are not being implemented. This employee does not demonstrate the knowledge, judgment, and/or skills necessary to achieve the objective.
- c. The evaluator is to add specific summary comments for each major objective areas which support the ratings given in each section.
 - d. Evaluator will complete the appropriate re-employment recommendation.
 - e. The teacher and the evaluator are to sign and date the evaluation in the signature portion at the bottom of the report.