

San Carlos ESD

Board Policy

Professional Growth and Evaluation

BP 4115

Certificated Personnel

The Governing Board values continuous improvement for all staff and knows that regular and comprehensive evaluations can not only support ongoing professional growth and self-reflection but can also support a district-wide culture of excellence. Best practices, such as annual goal setting, collaborative inquiry, and opportunities for staff to engage in leadership are the foundation of high-quality teaching and learning. The Board expects that evaluations will be meaningful, motivating and tailored to the needs of staff members as they work to hone their craft and align their practices to the District's Strategic Plan.

In addition to supporting a culture of self-reflection and collaboration, evaluations hold staff accountable to meet district standards in terms of teaching practice, professional conduct and interactions with all stakeholders. Consequently, all staff will participate in regular and comprehensive evaluations that will help them reflect on and take responsibility for their own professional learning as they work to enhance their teaching practices. Evaluations may be used to recognize the exemplary skills and accomplishments of staff and to identify areas needing improvement. When areas needing improvement are identified, the Board expects employees to accept responsibility for improving their performance and work collaboratively with their colleagues, principals and other educators to improve their practice.

The Superintendent or designee shall develop and implement a plan to assist all employees in reaching their highest potential. As such, employees will be required to participate in appropriate professional development, coaching, peer observation, etc. All staff members are expected to take initiative to request assistance as necessary to promote effective teaching.

(cf. 4131 - Staff Development)

Evaluation procedures will include multiple observations of teacher performance not only in the classroom but across a wide variety of settings. Objective standards from the National Board for Professional Teaching Standards and the California Standards for the Teaching Profession and other identified tools will be incorporated in district evaluation standards.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 4140/4240 - Bargaining Units)

The Superintendent or designee shall ensure that evaluation ratings have uniform meaning throughout the district. The Superintendent or designee shall evaluate the performance of certificated staff members in accordance with law, negotiated employee contracts, and Board-adopted evaluation standards.

(cf. 4141/4241 - Collective Bargaining Agreement)

Legal Reference:

EDUCATION CODE

33039 State guidelines for teacher evaluation procedures

35171 Availability of rules and regulations for evaluation of performance

44660-44665 Evaluation and assessment of performance of certificated employees (the Stull Act)

GOVERNMENT CODE

3543.2 Scope of representation

UNITED STATES CODE, TITLE 20

6319 Highly qualified teachers

7801 Definition of highly qualified teacher

Management Resources:

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

California Standards for the Teaching Profession, 2009

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

National Board for Professional Teaching Standards: <http://www.nbpts.org>

Policy SAN CARLOS ELEMENTARY SCHOOL DISTRICT

Adopted: September 11, 2014 San Carlos, California

Revised: