

IMPROVEMENT OF PROFESSIONAL SERVICES HANDBOOK

It is important that the administrator reviews the current collective bargaining agreement between the Bakersfield City School District and classified and certificated bargaining units before proceeding with evaluations, documentation or any type of employee discipline.

Guidelines for Evaluation and Assessment of Certificated Employees in Compliance with the Stull Bill

1.0 Goal and Purpose of Evaluation

- 1.1 The goal of all evaluations is to improve the effectiveness of the educational program
- 1.2 Evaluation will be accomplished through assessment of each individual's performance in relation to district goals as stated in the districts "Purpose of Instruction"
 - 1.21 A continuing program of education for citizenship is provided from the kindergarten through the eighth grades so that each child will become a good citizen of his community, state and nation with a deep and abiding love and appreciation for American democracy and for American ideals and institutions
 - 1.22 A continuing program of education for everyday living is provided from the kindergarten through the eighth grade so that each child will develop according to his ability and experience in:
 - The mastery of the basic skills (3 R's)
 - An understanding of moral and spiritual values
 - Standards of personal character and ideals
 - Self-confidence and self-control
 - Correct health habits and health information
 - Appreciation for literature, art and music
 - Interest and skill in wholesome recreation
 - Skill in the practical activities of everyday living
 - Thrift, conversation and consumer judgment
 - 1.23 The educational program of the Bakersfield City School District is directed toward the development of each pupil according to his abilities and capacities, such skills, habits, attitudes and knowledge as will enable him to live usefully, successfully and happily. Our schools accept each child where he is, as he is, and provide opportunities for him to develop to his maximum growth.
- 1.3 The purpose of evaluation are:
 - 1.31 To identify and recognize outstanding competence and performance of individuals
 - 1.32 To identify conditions under which individuals serve which handicap the effectiveness of their service
 - 1.33 To identify weaknesses in the performance of individuals
 - 1.34 To develop mutual plans for the improvement of performances
 - 1.35 To identify personnel whose services are unsatisfactory to such a degree that they should be reassigned or terminated

2.0 Evaluator-evaluated relationships

2.1 In general, evaluation will be based upon district lines and staff relationships

The performance of the District Superintendent shall be evaluated by the Board of Education.

Superintendents shall be responsible for evaluation of the performance of department heads, principals and other certificated staff members directly responsible to them.

Department heads shall be responsible for evaluation of the performance of certificated employees assigned to their department and other certificated employees in those aspects of their duties for which the department heads are responsible.

Principals shall be responsible for evaluation of the performance of certificated employees assigned to their building

Teachers shall be responsible for evaluation of the progress of pupils assigned to them.

2.2 Evaluation and assessment of the performance of each certificated employee shall be made on a continuing basis at least once each school year for probationary employees and at least every other year for employees with permanent status. A copy of the evaluation shall be transmitted to Personnel Services and shall become a permanent part of the employee's personnel file. The evaluation shall include recommendations, if necessary, as to areas of improvement in the performance of the employee. In the event an employee is not performing his duties in a satisfactory manner according to the standards prescribed by the governing board, the evaluator shall notify the evaluatee in writing of such fact and describe such unsatisfactory performance. The evaluator shall thereafter confer with the evaluatee making specific recommendations as to areas of improvement in the evaluatee's performance and endeavor to assist him in such performance.

2.3 Evaluation and assessment shall be in writing and a copy thereof shall be transmitted to the evaluatee not later than 60 days before the end of the school year in which the evaluation takes place. Before the end of the school year a meeting shall be held between the evaluatee and the evaluator to discuss the evaluation. The evaluatee shall have the right to initiate a written reaction or response to the evaluation. Such response shall be part of the employee's personnel file.

3.0 Evaluation in relation to job description

3.1 Evaluation of certificated employees shall be based on duties and responsibilities as specified in the job description document as adopted by the Board of Education.

4.0 Standards of expected pupil progress

4.1 Expected pupil progress shall be based on progression through recognized developmental sequences and growth shall be judged in terms of what may reasonably be expected of each pupil.

4.2 The district standard for expected pupil progress as determined by available and appropriate measurement designs shall be a year's growth per school year, subject to variation due to learning ability or to social, economic, cultural or environmental factors.

5.0 Assessment of student progress

5.1 Progress is to be measured by objective and subjective teacher-made tests and other professional, subjective means of evaluation as may be suitable for the area of study using the best normative standards of achievement expectancy available.

5.2 Student progress shall be judged in relation to the district objectives stated in the Course of Study as they have been developed to achieve the 142 general goals of elementary education developed by the Center for the Study of Evaluation, University of California, Los Angeles.

5.2.1 AFFECTIVE

Temperament: Personal
Shyness-Boldness
Neuroticism-Adjustment
General Activity-Lethargy

Temperament: Social
Dependence-Independence
Hostility-Friendliness
Socialization-Rebelliousness

Attitudes
School Orientation
Self-Esteem

Needs and Interests
Need Achievement
Interest Areas

5.2.2 ARTS-CRAFTS

Valuing Arts and Crafts
Appreciation of Arts and Crafts
Involvement in Arts and Crafts

Producing Arts and Crafts
Representational Skill in Arts and Crafts
Expressive Skill in Arts and Craft

Understanding Arts and Crafts
Arts and Crafts Comprehension
Developmental Understanding of Arts and Crafts

5.23 COGNITIVE

Reasoning
Classificatory Reasoning
Relational-Implicational Reasoning
Systematic Reasoning
Spatial Reasoning

Creativity
Creative Flexibility
Creative Fluency

Memory
Span and Serial Memory
Meaningful Memory
Spatial Memory

5.24 FOREIGN LANGUAGE

Foreign Language Skills
Reading Comprehension of a Foreign Language
Oral Comprehension of a Foreign Language
Speaking Fluency in a Foreign Language
Writing Fluency in a Foreign Language

Foreign Language Assimilation
Cultural Insight through a Foreign Language
Interest in and Application of a foreign Language

5.25 LANGUAGE ARTS

Language Construction
Spelling
Punctuation
Capitalization
Grammar and Usage
Penmanship
Written Expression
Independent Application of Writing Skills

Reference Skills
Use of Data Sources as Reference Skills
Summarizing Information for Reference

5.26 MATHEMATICS

Arithmetic Concepts
Comprehension of Numbers and Sets in mathematics
Comprehension of Positional Notation in Mathematics
Comprehension of Equations and Inequalities
Comprehension of Number Principals

Arithmetic Operations
Operations with Integers
Operations with Fractions
Operations with Decimals and Percents

Mathematical Applications
Mathematical Problem Solving
Independent Application of Mathematical Skills

Geometry
Geometry Facility
Geometric Vocabulary

Measurement
Measurement Reading and Making
Statistics

5.27 MUSIC

Music Appreciation and Interest
Music Appreciation
Music Interest and Enjoyment

Music Performance
Singing
Musical Instrument Playing
Dance (Rhythmic Response)

Music Understanding
Aural Identification of Music
Music Knowledge

5.28 PHYSICAL EDUCATION – HEALTH- SAFETY

Health and Safety

Practicing Health and Safety Principals

Understanding Health and Safety Principals

Physical Skills

Muscle Control (Physical Education)

Physical Development and Well-Being (Physical Education)

Sportsmanship

Group Activity – Sportsmanship

Interest in and Independent Participation in Sports and Games

Physical Education

Understanding of Rules and Strategies of Sports and Games

Knowledge of Physical Education Apparatus and Equipment

5.29 READING

Oral-Aural Skills

Listening Reaction and Response

Speaking

Word Recognition

Phonetic Recognition

Structural Recognition

Reading Mechanics

Oral Reading

Silent Reading Efficiency

Reading Comprehension

Recognition of Word Meanings

Understanding of Ideational Complexes

Remembering Information Read

Reading Interpretation

Inference Making from Reading Selections

Recognition of Literacy Devices

Critical Reading

Reading Appreciation and Response

Attitude toward Reading

Attitude and Behavior Modification from Reading

Familiarity and Standard Children's Literature

5.290 SCIENCE

Scientific Processes

Observation and Description in Science

Use of Numbers and Measures in Science

Classification and Generalization in Science

Hypothesis Formation in Science

Operations Definitions in Science

Experimentation in Science

Formulation of Generalized Conclusions in Science

Scientific Knowledge

Knowledge of Scientific Facts and Terminology

The Nature and Purpose of Science

Scientific Approach

Science Interest and Appreciation

Application of Scientific Methods to Everyday Life

5.291 SOCIAL STUDIES

History and Civics

Knowledge of History

Knowledge of Governments

Geography

Knowledge of Physical Geography

Knowledge of Socio-Economic Geography

Sociology

Cultural Knowledge

Social Organization Knowledge

Application of Social Studies

Research Skills in Social Studies

Citizenship

Interest in Social Studies

- 5.3 The objectives to meet the district's and school's educational goals should be cooperatively developed at each grade level and/or subject area and mutually agreed upon by teachers and principals
- 5.4 Goals and objectives should be stated in performance terms and should include the cognitive, affective and psychomotor domains.
- 5.5 Evaluators and evaluatees should be assured that goals and objectives are embryonic in nature and may have to be revised and amended to conform to the needs of the children and staff as the school year progresses.
- 5.6 Attainment of selected goals and objectives will be used as a part of the evaluation.
- 5.7 Adjunct duties having no direct relation to pupil progress must be consistent with district regulations.

6.0 Guidelines for the assessment of the competence of certificated personnel as it relates to standards of expected pupil progress

- 6.1 All evaluators will meet with appropriate certificated employees at the unit level to establish objectives by October 15th each year.
- 6.2 Differences of opinion between evaluator and evaluatee on evaluation will be resolved by the superintendent or his designated representative.
- 6.3 Probationary certificated employees shall be evaluated each year.
- 6.4 All permanent certificated employees shall be evaluated every other year in alphabetical order starting with:
 - Odd number years (e.g. 1995-96) employees whose last names start with "A" through "M".
 - Even number years (e.g. 1996-97) employees whose last names start with "N" through "Z"
- 6.5 The evaluation process shall include the right to present or identify conditions which affect attainment of goals and/or objectives.

7.0 Guidelines for evaluations of other duties normally required of teachers.

- 7.1 All certificated employees will be evaluated by the performance of adjunct duties and responsibilities contained in the job description, rules and regulations and their board approved documents.
- 7.2 The evaluator and evaluatee shall determine and agree on those adjunct duties consistent with district regulations

8.0 Guidelines for assessment of “proper control” and “learning environment”.

- 8.1 In each unit, the evaluator and evaluates shall determine what constitutes proper control and learning environment, consistent with district regulations and board approved documents.
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CERTIFICATED GENERAL INFORMATION (Schedules)

Evaluation is a continuous appraisal and guidance procedure, including a personnel evaluation program which begins with the initial selection and continues throughout the professional life of an employee. Though it is necessarily subjective, it should be based on as much objective evidence as possible. Performance, growth, relationships, attitudes and all other factors should be considered.

An employee must be involved in the process of evaluation and self-appraisal made of his performance. The results of the cooperative effort should cause individuals not only to operate at a higher level, but show a general improvement of the total educational program for children.

A system of evaluation shall be established by the Superintendent of Schools to determine the qualifications of certificated and classified service personnel for the purpose of retention, promotion or dismissal. Information regarding procedures shall be disseminated to staff members. Policies and Procedures (500.11).

It also helps to compile data which will be assistance in making recommendations for assignments, transfers, retentions, promotions, dismissals, etc.

It is the responsibility of the evaluator to hold conferences periodically with the evaluatee. Opportunities should be provided often for the evaluator and evaluatee to confer cooperatively in identifying areas where satisfactory growth had been made and areas where growth can be made.

Evaluations of employees should be discussed in a positive, professional manner. The evaluator's attitude must be constructive and his analysis of the evaluatee's work must be frank, honest and justifiable. While some areas of work may be of acceptable quality, employees must not be given the impression in general their work is satisfactory in areas where improvement is needed.

Specific recommendations, where improvement is needed, shall be made and a basis for self-improvement established. It is the professional and personal responsibility of evaluators to make sure that evaluatees are informed of their duties and responsibilities and to establish on the part of the evaluatee the need for and acceptability of professional help.

The evaluator should keep in mind whether this is a beginning employee or one with experience when making an appraisal of performance.

The professional code of ethics is being violated when a satisfactory written evaluation is made and later oral comments are made to the contrary. All evaluations are confidential.

A final conference must be held prior to the time evaluation sheets are filed in Personnel Services. Information of a derogatory nature, except materials which (1) were obtained prior to employment of the person involved, (2) were prepared by identifiable examination committee members or (3) were obtained in connection with a promotional examination, shall not be entered or filed unless and until the employee is given notice and an opportunity to review and comment thereon. An employee shall have the right to enter and have attached to any such derogatory statement his own comments thereon. Such review shall take place during normal business hours and the employee shall be released from duty for this purpose without salary reduction. Education Code 44031. All evaluation forms must be dated and signed by the evaluator and the employee being evaluated. Signing the form does not necessarily mean that the employee concurs with the evaluation but does show that it has been seen and discussed.

All district evaluations are open to the evaluatee and may be seen in Personnel Services upon request to the Director of Personnel. "This is not to include ratings, reports or records which (1) were obtained prior to the employment of the person involved, (2) were prepared by identifiable examination committee or (3) obtained in connection with a promotional examination." (Education Code Section 44631)

Forms for certificated personnel shall be checked by Personnel Services. Following the review by the Director of Personnel, forms including rebuttal statements, shall be filed in the individual's folder in Personnel Services.

PERSONNEL TO BE EVALUATED (All certificated staff members shall be evaluated)

SCHEDULES FOR EVALUATIONS OF CERTICATED EMPLOYEES

Probationary Employees and Long-Term Substitutes

Twice each year prior to: December 1 and February 20

All Permanent Certificated Personnel Whose Last Name Starts with "A" through "M"

Every other year on years beginning with an odd number, i.e., 1995-96

All Permanent Certificated Personnel Whose Last Name Starts with "N" through "Z"

Every other year on years beginning with an even number, i.e., 1996-97

CERTIFICATED EVALUATIONS (Preliminary)

Personnel to be evaluated	Date forms sent	Date forms due	Sent by	Sent to	Return forms to
Certificated employee basis for evaluation forms must be completed by October 15 before following schedule					
Permanent, Probationary and Long-Term Substitutes	November 1	December 1	Personnel Services	Evaluator	Personnel Services
Substitutes	By request	By request	Personnel Services	Evaluator	Personnel Services

CERTIFICATED EVALUATIONS (Final)

Personnel to be evaluated	Date forms sent	Date forms due	Sent by	Sent to	Return forms to
Permanent, Probationary and Long-Term Substitutes	February 1	February 20	Personnel Services	Evaluator	Personnel Services

CHECK LIST (For your own information)

Have you:

considered basic educational factors and made an effort to prevent petty nuisances from influencing your evaluation?

held frequent conferences with the staff member to discuss his performance?

considered the growth of the individual in making this evaluation?

made the employee aware of his duties and responsibilities and made specific recommendations in writing to be followed in areas where improvement is needed and supplied the employee with a copy?

gathered sufficient professional evidence to justify your evaluation?

recognized good work and given praise when it is due?

been professionally frank and honest in your evaluation?

been considerate of the employee in your conference?

made sure that the points discussed with the staff member are clear to him?

followed up with help after recommendations have been made?

requested the assistance of other personnel when needed?

IMPROVEMENT OF PROFESSIONAL SERVICES (certificated)

Preliminary Evaluation

The preliminary evaluation form is designed to provide an opportunity for the principal or any other evaluator to discuss areas where work is satisfactory as well as where improvement is needed. Specific recommendations should be made for assistance from the principal, the consultant and any other staff personnel who might help in improving performance.

Since most staff members are satisfactory in some areas and need help in others, across the board checking is not probable.

It is suggested that specific points for discussion be itemized by the evaluator prior to the time of a conference and a copy of the points discussed be given to the staff member. It is imperative that a staff member know specifically what is expected of him.

Please be specific in cases where there is real doubt as to whether the staff member will meet the standards for continued teaching and tenure in the Bakersfield City School District. In such cases it is imperative that professional, justifiable, pertinent documentary evidence be kept.

Final Evaluation

In making final certificated staff evaluations, keep in mind the number of years of service (first, second, third or more) so that your evaluation will be in direct relation to the teacher's experience. Also, staff members are expected to grow in proficiency from year to year.

Careful consideration should be given in evaluating those teachers on the second probationary list, especially those who have had teaching experience previous to entering the Bakersfield City School District.

In making a satisfactory evaluation for the third year, the indication is that there is every reason to believe that the staff member meets the standards of tenure and will continue to meet the standards expected of staff members in the Bakersfield City School District.

Since staff members are individuals, it is not probable that any two will rate identically the same on all points; therefore, each point should be considered carefully.

When the evaluator is in doubt as to the evaluation, the Assistant Superintendent of Personnel Services should be contacted.

All evaluations are based on performance in the present assignments. A satisfactory rating means that you accept the assignment of this person in your building or department.

PLEASE BE SPECIFIC IN CASES WHERE THERE IS REAL DOUBT AS TO WHETHER THE STAFF MEMBER WILL MEET THE STANDARDS FOR CONTINUED TEACHING AND TENURE IN THE BAKERSFIELD CITY SCHOOL DISTRICT. IN SUCH CASES IT IS IMPERATIVE THAT PROFESSIONAL, JUSTIFIABLE, PERTINENT DOCUMENTARY EVIDENCE IS KEPT.

An evaluation must be submitted even though a staff member has indicated that a resignation is forthcoming.

The final evaluation shall be shown to the evaluatee by the evaluator. Policies and Procedures 550.11.

SPECIFIC INSTRUCTIONS CONCERNING REEMPLOYMENT AND RECOMMENDATIONS FOR DOUBTFUL PROBATIONARY CERTIFICATED EMPLOYEES

Suggested Techniques for Obtaining Objective Data Concerning Unsatisfactory Certificated Employees

For any certificated employee who is unsatisfactory, the evaluator must have as many objectively recorded instances as possible for a persistent course of unsatisfactory work or conduct.

Every supervisory visit by an evaluator to an unsatisfactory certificated employee must be made a matter of written, factual record which should include the class, date, period, clock minutes involved and deficiencies and inadequacies observed. These must be specific and detailed in nature. The importance of a cumulative file of information on certificated employees cannot be overestimated.

If a particularly bad situation is evident, it is well to have the occurrence immediately corroborated by another qualified observer and a confirming record made of the incident.

The administrator, consultants and any other qualified personnel needed should be called upon to take an active part in visiting, making written notes of observations and of efforts made to assist the teacher.

Any records concerned, e.g., report cards, roll books, cumulative records, should be carefully preserved as evidence.

Observations of specific deficiencies should be gathered systematically on such points as:

1. Actual teaching
2. Planning of lessons
3. Discipline and control of classes; handling of pupil problems
4. Relations with parents, pupils, teachers, other school personnel
5. Physical condition of the classroom
6. Handling of extracurricular activities
7. Health and grooming
8. Compliance with school routines and rules

Suggestions made for improvement should be recorded and dated as part of the record.

After each supervisory visit the teacher should be given the benefit of whatever advice the evaluator can offer. Such conferences, even though informal, should also be made matters of written record by the evaluator.

When the administrator is to have an important conference at a critical time with an unsatisfactory employee another qualified professional person should ordinarily be present.

Frequent conferences shall be held with certificated employees who need help. The certificated employee is entitled to expect definite assistance and advice. Advice should be sincere, as encouraging as possible, but pointed and definite with regard to areas of weakness.

After the conference mentioned, the evaluator shall give a copy of a summary of the conference to the employee with the written request that if the summary is not correct the teacher should state so in writing.

All of this written material should be kept in an organized form in a separate folder for each teacher. A copy should be filed in Personnel Services.

Grounds for Dismissal of a Certificated Employee

1. Immoral or unprofessional conduct
2. Dishonesty
3. Incompetency
4. Evident unfitness for service
5. Physical or mental condition unfitting teacher to instruct or associate with children
6. Persistent violation or refusal to obey regulations prescribed by governing board or State Department of Education
7. Conviction of felony or any crime involving moral turpitude

8. Advocating or teaching Communism
9. Refusal to answer loyalty questions
10. Acts detrimental to the welfare of the school and the pupils thereof

Examples of Causes Which Would Prevent a Certificated Employee from Reaching Standards for Reemployment

Any of the following deficiencies, if evidence is available to show that it is persistent and sustained, may be cause for dismissal of a certificated employee:

1. Lack of proper knowledge of the subject matter or school work that the teacher is attempting to do (if properly assigned)
2. Lack of proper organization to work
3. Lack of proper presentation to pupils of subject matter or school work
4. Lack of proper self-control in the discipline of pupils or in the presence of pupils
5. Inability to control classes and maintain reasonable order and discipline
6. Lack of courtesy in contacts with pupils, co-workers or community
7. Lack of interest in and understanding of pupils
8. Indifference to pupil welfare
9. Poor judgment in handling pupil problems
10. Tardiness in arriving at school and/or in attending classes
11. Failure to comply with rules and regulations of the Bakersfield City School District
12. Failure to complete and submit reports and records as required by the principal for proper functioning of the school
13. In subordination
14. Failure to accept suggestions and to cooperate with the principal, the supervisor or co-workers
15. Temperamental unfitness for teaching; dislike for teaching or for children
16. Lack of personal cleanliness; poor grooming
17. Failure to maintain a clean and orderly classroom
18. Manifestation or development of habits or social practices not in conformity with reasonable professional standards or detrimental to the district
19. Lack of good physical or mental health

Health Referrals

Manifestations of poor health, mental or physical, that affect the performance of duties should be made the subject of conferences with the certificated employee. If the condition of the employee's health is such that he needs

special assistance, it is important that Personnel Services be informed. Typical examples of poor mental or physical health that is persistent and sustained might justify unsatisfactory rating are the following:

1. Frequent absences or illnesses; absences that follow a significant pattern
2. Necessity for frequent rest periods
3. Inability to assume extracurricular activities
4. Evidence of continuing fatigue on the job
5. Emotional instability as evidenced by moodiness, garrulity, constant complaining, feelings of persecution, resentment of authority, suspiciousness, frequent weeping
6. Antagonistic attitudes toward administrators, co-workers and community
7. Inability to accept constructive criticism
8. Marked increase or loss of weight
9. Facial tics and grimacing
10. Addition to alcohol or narcotics

Characteristics of Acceptable Evidence

All of the above types of evidence must be:

1. Specific in nature

General charges carry little weight. Factual evidence of deficiencies in specific professional competencies and personal qualities must be presented.

2. Extensive in scope

An isolated case does not constitute sufficient evidence except under unusual circumstances. A number of instances of any incompetence or defection must be submitted.

3. Recorded

All specific charges must be backed up by written memoranda made by observer immediately after the various times that the deficiencies were actually observed. Likewise, all occasions where assistance is given and all advisory conferences that are held should be made matters of written record immediately thereafter.

4. Dated and timed

It is a great importance that at the time records of unsatisfactory performance and notes on visits and on advisory conferences are made, they include dates, the actual clock minutes involved, the type of class and the period of the day. Visits lasting a considerable part or all of a period are more likely to provide a good evidence than a brief visit.

5. Original drafts

Written evidence presented at dismissal hearings must be the original drafts made at the time of, or immediately following, the observation or conference. Materials that have been reorganized or copied at a later date in preparation for the hearing are not considered acceptable as evidence.

Types of Evidence Necessary for Dismissal

In every case where dismissal is sought, evaluators should be prepared to show good evidence proving:

1. Persistent nature of difficulties

Except under unusual circumstances, the unsatisfactory conduct on the part of the certificated employee has been persistent and sustained.

2. Repeated warnings

The certificated employee has been informed repeatedly of the unsatisfactory nature of his work or conduct.

3. Frequent assistance

Real efforts have been made to help him overcome his difficulties but the efforts have been unsuccessful.

4. Close supervision

Since the discovery of his deficiencies, his work has been closely supervised and the evaluator has personal knowledge of the employee's failure to improve.