



**LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN**

TITLE: Performance Evaluation for UTLA Bargaining Unit Personnel

NUMBER: BUL-5335.5

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POLICY: This Policy Bulletin provides direction to administrators regarding the performance evaluation system applicable to UTLA-represented certificated bargaining unit personnel for 2016-2017.

MAJOR CHANGES: This Policy Bulletin updates the Human Resources Division Bulletin BUL-5335.4 dated September 18, 2015 and reflects the contractual provisions outlined in the amended Article X, Educator Development, Support, and Evaluation, of the LAUSD-UTLA Collective Bargaining Agreement.

GUIDELINES: The following guidelines apply.

- I. Implementation of Performance Evaluation Processes for the 2016-2017 School Year

The provisions of Article X, Educator Development, Support, and Evaluation, of the LAUSD-UTLA Collective Bargaining Agreement (“Article X”), together with the 2012 Evaluation Procedures Supplement to Article X (“the Supplemental Agreement”) and the 2016 LAUSD-UTLA Reopener Agreement (“Reopener Agreement”), are reflected in the performance evaluation processes for UTLA bargaining unit personnel.

Article X contains the following amended contractual provisions:

- A. Performance focus elements to be rated during observations shall be limited to seven for each employee, all of which are to be drawn from the 15 LAUSD *Teaching and Learning Framework* focus elements. Of the seven, three will be designated by the District, three will be selected by the employee, and one will be cooperatively selected by the employee and evaluator.

ROUTING
All Employees
All Locations



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- B. There are new contractual deadlines for notifying employees of evaluation status, finalizing the Initial Planning Sheet, and completing the Formal Observation and Post-Conference.

In 2016-2017, the District will implement Educator Development and Support: Teachers (EDST) as the performance evaluation process for teachers of Pre K (California State Preschool Program, TK, and Expanded TK) to 12 students, including Special Education Resource teachers, Special Day Program teachers, Early Education teachers at early education centers, Arts Education Itinerant teachers, and Career Technical Education (CTE) teachers at secondary schools.

Adult and Career Education teachers, Pre K Special Education teachers, Special Education teachers at early education centers, and out of classroom teacher positions (e.g., academic coaches, teacher librarians, coordinators, deans, and counselors), as well as itinerant and school-based support services personnel (school psychologists, PSA Counselors, etc.) will **not** be evaluated using EDST for the 2016-2017 school year, but will continue to be evaluated under the former performance evaluation process.

Pilot School program sites have the option to implement performance evaluations above and beyond what is outlined in Article X and should refer to their Local District directors for further guidance.

Summary Chart: Performance Evaluation Processes for UTLA Bargaining Unit Personnel

Educator Development and Support: Teachers (See page 4)	
School-Based, Instructional Personnel	<ul style="list-style-type: none"> • Pre K (State Preschool Program, TK, Expanded TK) to 12 classroom teachers • Special Education Resource teachers • Special Day Program teachers • Early Education teachers at early education centers • Arts Education Itinerant teachers • CTE teachers at secondary schools



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Former Performance Evaluation Process (See page 12)	
School-Based, Instructional Personnel	<ul style="list-style-type: none"> • Adult and Career Education teachers • Pre K Special Education teachers • Special Education teachers in early education centers • Out of classroom teachers (e.g., teacher advisors, deans, counselors, academic coaches, teacher librarians, and coordinators)
School-Based, Support Services Personnel	<ul style="list-style-type: none"> • Permanent Health and Human Services Personnel (PSA Counselors, School Psychologists, etc.)
Non-School Based, Non-Instructional Personnel	<ul style="list-style-type: none"> • Health and Human Services Personnel who report centrally or to Local Districts

II. 2012 Evaluation Procedures Supplement to Article X

The Supplemental Agreement is an addition to Article X. The agreement outlines the requirements to evaluate teacher performance as it reasonably relates to student growth and progress toward District and state standards for pupil achievement, as measured by state-adopted criterion-referenced student testing results. Multiple measures of student achievement and progress are to be reviewed and considered in initial planning and in the completion of the Final Evaluation Report. These are to be considered an important but clearly limited part of the overall performance evaluation process. They are not to be treated by the District or evaluators as sole, primary, or controlling factors in determining the final overall evaluation of the employee’s performance.

The student progress data outlined in subparts A, B, C, D, E, and F below, together with such objectives and strategies as may be driven by or influenced by such data, shall be treated as part of the evaluation process for all employees for whom such data is available, and included in the Initial Planning Sheet and Final Evaluation Report (Supplemental Agreement, Sections 1.3 and 2.0). This is true for all instructional employees, and not just those evaluated with EDST.

- A. Teacher’s SBAC Results
- B. Group SBAC Results
- C. Currently-Assigned Students’ Previous SBAC Results
- D. School-Level Results
- E. Non-Criterion-Referenced Student Achievement Data

Such data will be used as supplemental measurements of student progress for employees with SBAC data, and will be the primary student progress assessment data point for employees whom direct SBAC data are not available. Examples of such data sources may include the following:



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1. Benchmark assessment data, where available and appropriate to the students and curriculum, such as DIBELS, and other standards-based assessment data/student work samples, projects, portfolios;
2. Assessment data that document pupil performance, such as an Independent Reading Level assessment, Developmental Reading Assessment, Qualitative Reading Inventory, and the like;
3. Pre- and post-assessment data, such as at the start of and culmination of a semester or other unit of study;
4. Curriculum-based examinations and similar culminating activities; and
5. For students with IEPs, various diagnostic assessments to measure progress toward previously-identified goals.

F. School-Level Non-Criterion-Referenced Goals for Pupil Progress and Achievement (Optional for All Teachers):

Performance objectives and strategies may be developed to reflect individual and group roles in District and school-wide priorities and areas of focus, and methods of measuring such efforts. Examples of such matters, all of which represent data-measurable indicators of student progress and achievement, include:

1. Attendance rates;
2. Suspension rates;
3. English Language Learner (ELL) progress and reclassification rates;
4. Standard English Learner (SEL) progress;
5. Class grades and percentages of passing students;
6. A-G course enrollment and passage rates;
7. Graduation/Drop-out rates;
8. Advanced Placement course enrollment and passage rates;
9. International Baccalaureate exam passage rates; and
10. Other school-wide data.

III. Educator Development and Support: Teachers (EDST)

A. Background

EDST is a multiple measure evaluation and support system. EDST includes observations, conferencing opportunities, professional goal setting activities, and a series of reflection activities throughout the year. This process incorporates promising practices in coaching and feedback and encourages professional reflection and growth. All steps must be completed in the District's online evaluation platform, My Professional Growth System (MyPGS): <https://lausd.truenorthlogic.com>.



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EDST includes the following measures:

1. *Classroom Observations*: evidence collected, aligned, and rated is based on the LAUSD *Teaching & Learning Framework*, which provides all teachers and school leaders with a common definition of effective instruction and is the basis of more specific and detailed feedback.
2. *Data-driven Student Learning Outcomes*: as adopted in the Supplemental Agreement to Article X.
3. *Progress Toward Initial Planning Sheet Objectives*: as part of the Initial Planning Sheet, teachers identify areas of focus and develop strategies to advance their practice.
4. *Additional Professional Responsibilities*: includes areas related to attendance, supervision, record-keeping, participation in professional development, and ethical behavior.

The following information may also be reviewed by the teacher to reflect on teaching practice, but it is not to be included in a teacher's final evaluation:

5. *Student survey administration*. Teachers participating in EDST have the opportunity to administer online surveys to their students (grades 3-12). Survey results will be confidential and for teacher feedback only. The results are meant to inform teacher practice and support a teacher's growth and development.
6. *Artifact collection that demonstrates a teacher's contributions to school community*. Teachers and principals will have the opportunity to upload evidence onto MyPGS to represent how teachers engage families in the education of their children and how they collaborate with their peers to promote a culture of professional inquiry at their school sites.

B. Instructional Personnel to be Evaluated using EDST

During the 2016-2017 school year, Pre K (State Preschool Program, TK, Expanded TK) to 12 classroom teachers, Special Education Resource teachers, Special Day Program teachers, Early Education teachers at early education centers, and Career Technical Education (CTE) teachers at secondary schools will be evaluated using EDST.



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C. Frequency of Evaluation

The following non-permanent and qualifying personnel are to be evaluated each school year:

- Probationary (B1, B2)
- District Intern (G1, G2)
- University Intern (F1, F2)
- Temporary Contract Personnel (K-1)
- Qualifying Personnel (Q1, Q2)

Personnel who received an overall “Below Standard” evaluation in any given year must be evaluated the following year. In addition, they are ineligible for employee-initiated transfers or additional assignments and leaves.

D. Deferring Evaluations

The District authorizes evaluators to defer evaluations for approved eligible employees with **ten** or more years of satisfactory teaching service in LAUSD. Evaluators may extend the period of time between the most recent evaluation and the next scheduled evaluation for up to five years.

Any such deferral/extension requires discretionary written agreement between the principal and the employee, and any such agreement is revocable at any time at the discretion of either the principal or the employee with written notice, as provided in Article X, Section 3.0b.

Any employee with 10 or more years teaching experience in LAUSD should meet all of the following descriptions in order to be considered for deferral (if records are not readily available, Local District directors should be contacted for guidance):

1. Employee has 10 or more years of teaching experience in LAUSD, has been evaluated at least once in the past four years, and each of the three most recent evaluations resulted in overall “Meets Standards”, with no ratings or comments indicating significant performance issues;
2. Employee has no outstanding warnings regarding performance or conduct issues, and has not in the most recent four years received a NOTICE OF UNSATISFACTORY ACT OR SERVICE;
3. Employee has fewer than 13 unprotected absences in the past year; and



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4. The principal has full confidence in the ability and performance of the employee and is satisfied that there is no evidence for denial and no reason to follow-up with another evaluation during the extension period being considered.

In general, the goal should be to evaluate no less than 25% of a school's staff in a given year, but the actual number will vary depending upon the number of faculty with fewer than 10 years of experience in LAUSD and the number of those with 10 or more years of experience who meet the criteria for deferral.

E. Administrators Responsible for Evaluations

Principals are responsible for evaluating teachers serving at school sites. Teachers who are scheduled to be evaluated and who then transfer or go on a leave of absence after the first semester or equivalent number of weeks (approximately 17) shall be evaluated by the site administrator or designee who supervised the teacher prior to the transfer or commencement of the leave of absence.

The principal may delegate portions of the evaluation process to a designee. The principal also may receive input and participation from others, such as department chairs or coaches (see Article X, Section 2.0), but the principal shall retain overall responsibility of finalizing the Final Evaluation Report.

F. Identification of Employees to be Evaluated

To begin the evaluation process for employees under EDST, administrators should review their online staff roster of employees via the MyPGS platform. Using the Employee Evaluation Report found in [MyTeam](#), the frequency of evaluation policy, and the District's deferral guidelines, administrators should identify in MyPGS employees required to be evaluated in the upcoming school year teachers not eligible for EDST (i.e., out of classroom teachers such as instructional coaches, coordinators, etc.) should be marked as "Not eligible for EDST".

Employees to be evaluated during a given academic year shall be notified, if not by the end of the previous academic year, then by the Fall norm day of the evaluation year or the last workday of the 5th week of school, whichever is earlier. In the case of employees first reporting to work at a school site within the ten-day period preceding the above Fall notice date, or later, the notice is to be given within ten workdays of the employee reporting to work at the school. (See Article X, Section 3.1.a)



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Employees newly assigned to a school later than the last workday of the eighth week of the Fall term shall not be subject to evaluation that year, except in situations where the employee does not have permanent status or has received a Below Standard Evaluation in the previous academic year. (See Article X, Section 3.1.b)

Detailed user guides on staff rostering and on how to use the MyTeam tool can be found in the Resources tab in MyPGS.

G. Sequence of Events

The EDST support and evaluation process includes a Formal Observation and a Growth Plan Visit, conferencing opportunities, professional goal setting activities, and a series of reflection activities, all of which are aimed at helping to identify strengths and opportunities for improving teaching practice. All steps must be completed in MyPGS. Refer to the EDST Protocols available in the Resources tab of MyPGS for a detailed review of the steps, protocols, and associated completion dates and contractual deadlines.

1. Self-Assessment

- a. The Self-Assessment should be accessed and completed by the employee being evaluated. The purpose of the Self-Assessment is to assist the employee in identifying and reflecting on strengths and opportunities for improving practice and to assist the employee in developing appropriate objectives and activities for the Initial Planning Sheet. The Self-Assessment is confidential and not accessible to the evaluator.

2. Initial Planning Sheet

- a. The Initial Planning Sheet (IPS) reflects the employee's proposed objectives and strategies. Individual performance objectives and overall performance expectations should include, but not be limited to, the employee's responsibilities as set forth in the job description and other standards, such as those described in Article X, Section 4.0, and Article IX.
- b. The Supplemental Agreement to Article X requires that a teacher include at least one data-driven objective and strategy on the Initial Planning Sheet. Teachers will also select an Instructional Growth Objective and a Professional Growth Objective.



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- c. The administrator may identify additional objectives and strategies to be included on the Initial Planning Sheet.
 - d. If the Initial Planning Sheet is not returned to the administrator in a timely manner to meet the contractual deadline, the administrator may create an Initial Planning Sheet for the employee, the contents of which must be discussed at the Initial Planning Conference.
 - e. Performance focus elements to be rated during the observations will be drawn from the 15 LAUSD *Teaching and Learning Framework* focus elements. The three teacher-selected focus elements will be completed as a step in the Initial Planning Sheet; the teacher may also use this space to provide recommendations for the one cooperatively-selected focus element.
3. Initial Planning Conference
- a. An Initial Planning Conference must be held by the evaluator with the employee by the last workday of the eighth week of the academic year, whether assigned to a year-round school or to a school on a single-track calendar, to establish the employee's objectives for the year. For employees newly assigned to the school site after the notice period listed above but before the last workday of the eighth week of the academic year, the evaluator and employee shall work cooperatively to establish the employee's objectives no later than the last workday of the twelfth week of the academic year. (See Article X, Section 4.0)
 - b. Administrators may revise any of the objectives/strategies previously proposed either by the employee or administrator. Any such revisions are to be discussed with the employee and may be noted in the comments section of the Initial Planning Sheet.
 - c. If there is unresolved disagreement concerning the objectives or any subsequent modifications to the objectives that may be suggested by either party and/or determined by the administrator, the employee may note that objectives were not the product of mutual agreement and may also appeal the matter to the next higher administrative level in accordance with Article X, Sections 4.2 and 4.3.



4. Observation of Practice

- a. One Formal Observation is to be conducted during the evaluation cycle. The Formal Observation must be completed by the last workday of the sixth week of the second semester. The Formal Observation should be preceded by a pre-conference and followed by a post-conference. The post-conference must occur no later than ten workdays after the Formal Observation. The evaluator should provide the employee with feedback and ratings on the planning process and observation of teaching practice based on objective evidence collected during the pre-conference, observation, and post-conference. Evidence should be aligned to the District-selected (3), teacher-selected (3), and cooperatively-selected (1) focus elements of the *Teaching and Learning Framework* (see Article X, Section 5.0.a.). The ratings for a Formal Observation shall be “Effective Practice”, “Developing Practice,” and “Ineffective Practice.”
- b. In addition to the one Formal Observation, Supplemental Observations may be conducted during the school year, providing more opportunities for evidence collection and feedback. Evidence collected during the observation should be aligned to the District-selected (3), teacher-selected (3), and cooperatively-selected (1) focus elements of the *Teaching and Learning Framework*. Supplemental observations may be initiated by the teacher or evaluator and may be scheduled or unscheduled. This type of observation may be completed with or without a lesson plan review and pre-conference, but should include a post-conference.
- c. One Growth Plan Visit should be conducted during the evaluation cycle. Growth Plan Visits provide the employee with further feedback on objectives identified on the Initial Planning Sheet, as well as on any other teaching practices observed. Evidence collected during the Growth Plan Visit is not to be rated. The above limitation on the Growth Plan Visit does not restrict classroom visitations that principals and administrators should conduct as part of their routine supervision of instruction.
- d. If performance problems are identified through observations or other means, the administrator shall promptly (within four days of the post-observation conference) make written recommendations for improvement, and offer appropriate assistance and guidance, and shall document such matters in writing.



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- e. Probationary employees and any employees whose evaluation cycle has been scheduled as the result of receiving an overall final evaluation of Below Standard for the previous year, are encouraged to pursue additional voluntary formal observations and Growth Plan Visits and related guidance and assistance to encourage development opportunities.
 - f. If observation evidence (or other evidence) indicates that an employee may receive a “Below Standard” evaluation on the Final Evaluation Report, the evaluator should do the following:
 - 1. Contact the Staff Relations Field Director for guidance during the time period of December 2016 – February 2017 or as soon thereafter as issues may arise.
 - 2. Notify the employee mid-year in writing of the possibility of issuing such a rating.
 - 3. Continue to observe, monitor and provide assistance and guidance to the employee.
5. Final Evaluation Report and Conference
- a. An employee’s overall Final Evaluation Rating is determined by the evaluator considering overall performance. The measures included in the Final Evaluation Report are: Observation of Practice, Contributions to Student Outcomes, Teacher Progress Toward Initial Planning Sheet Objectives, and Additional Professional Responsibilities. These measures, together with other areas indicated in Section 4.1 of Article X, are the primary factors of evaluation.
 - b. The overall Final Evaluation Ratings shall be “**Exceeds Standards,**” “**Meets Standards**” and “**Below Standard.**”
 - c. The evaluator shall prepare, complete, and issue the Final Evaluation Report on the MyPGS platform no less than thirty (30) calendar days before the last regularly scheduled school day of the employee’s scheduled work year in which the evaluation takes place.



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- d. Prior to the end of the school year, the evaluator shall hold a Final Evaluation Conference with the employee to discuss the Final Evaluation Report. A printed copy of the report shall be given to the employee and at the conclusion of the Final Evaluation Conference, both evaluator and employee will sign off via the MyPGS platform using an electronic signature.
 - e. When a Final Evaluation Report is marked “Below Standard,” the evaluator shall specifically describe in writing the area(s) of Below Standard performance, together with recommendations for improvement, the assistance given, and the assistance to be given. Contact the Staff Relations Field Director for guidance on conference memos and attachments to be included in the Final Evaluation Report on the MyPGS platform.
 - f. Final Evaluation Reports linked to names of individual employees shall be treated as confidential personnel records and are not to be considered a public record.
6. Filing and Retention of Final Evaluation Report
- a. Record-Keeping

A signed copy of the Final Evaluation Report shall be uploaded to the MyPGS platform and a hardcopy shall be retained at the school site.
 - b. “Below Standard” Performance

In the event that the overall evaluation is marked “Below Standard,” the signed Final Evaluation Report must be sent to Human Resources Division, Staff Relations, Beaudry Building, 14th floor, for inclusion in the personnel service folder of the employee.
 - c. Employee Written Responses

Written responses from the employee should be attached to a copy of the Final Evaluation Report and forwarded to Human Resources Division, Employee Relations, Beaudry Building, 14th floor, for inclusion in the personnel service folder of the employee.



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IV. Performance Evaluation for Employees Not Covered by the Above-Related Provisions

A. Personnel to be Evaluated and Required Forms (Personnel not evaluated using EDST)

1. Instructional Personnel

In the 2016-2017 school year Adult and Career Education teachers, Pre K Special Education teachers, Special Education teachers at early education centers, and all out of classroom teaching positions will continue to be evaluated with documentation and guidelines as in the past.

As in the past, administrators shall continue to utilize the online Certificated Performance Evaluation System (CPES) for the above-described personnel.

Forms to be used in conjunction with the online evaluation are listed as follows:

- Initial Planning Sheet, Form 1024 (<http://achieve.lausd.net/Page/1545>)
- Observation/Conference Sheet, Form 1025 (<http://achieve.lausd.net/Page/1545>)
- Final Evaluation Report Form (accessed and completed online for Permanent, Probationary and Intern teachers)
- Form 1022 (accessed and completed online for Provisional contract teachers)

The report is based upon the K-12 academic content standards in the appropriate grade span of the core academic subject area in which the teacher is assigned.



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2. Support Services Personnel (Personnel not evaluated using EDST)

For the purpose of performance evaluation, employees assigned in classes paid on the Special Services Salary Table (except those with “teacher” or “instructor” in the title) shall be considered service personnel, including School Psychologists and Pupil Services and Attendance (PSA) Counselors. Also included are employees in classes paid on the Preparation Salary Table who teach less than half-time, School Nurses, Teacher Advisers, Academic Coaches, Library Media Teachers and employees with class codes 0704, 0706 and 0707.

Final Evaluation Reports for Support Services Personnel are completed through the same online process as instructional personnel described in the preceding subsection 1. Forms to be used in conjunction with the online evaluation are listed as follows:

- Initial Planning Sheet, Form 1072
(<http://achieve.lausd.net/Page/1545>)
- Observation/Conference Sheet, Form 1073
(<http://achieve.lausd.net/Page/1545>)
- Evaluation of Service Personnel, Final Evaluation Report (accessed and completed online)

B. Frequency of Evaluations

District policy provides that permanent personnel shall be evaluated at least every other year. Highly qualified permanent employees who have been employed by the District as a full-time teacher for at least ten years may, at the joint discretion of the evaluator and the employee, extend the frequency of evaluation beyond the two-year period for up to five years.

Administrators should discuss and review any potential extensions of the evaluation window with their supervisors prior to communicating approval to an employee. Any arrangement to extend the evaluation cycle should be based on multiple factors that indicate high quality performance by the employee and may be withdrawn by either party at any time, provided:

- Written notice is provided by the withdrawing party identifying the cause or reason.
- Such notice is given before the end of the school year or no later than the beginning of the evaluation process for the new school year.



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Non-permanent and qualifying personnel shall be evaluated at least once each school year, including the following:

- Probationary (B1, B2)
- District Intern (G1, G2)
- University Intern (F1, F2)
- Temporary Contract Personnel (K-1)
- Qualifying Personnel (Q1, Q2)
- Provisional (V1)

Personnel who receive a “Below Standard” evaluation in any given year must be evaluated the following year. In addition, they are ineligible for employee-initiated transfers or additional assignments and leaves as detailed in Article X, Section 12.0 of the District-UTLA Agreement.

C. Administrators Responsible for Evaluations (Personnel not evaluated using EDST)

Principals are responsible for evaluating teachers serving at school sites, subject to participation of other employees as provided in Article X, Section 2.0. For administrative units at non-school sites, the immediate administrator is responsible for evaluating instructional personnel serving at or assigned to that site.

Teachers who are scheduled to be evaluated and who then transfer or go on a leave of absence after the first semester or equivalent number of weeks (approximately 17) shall be evaluated by the site administrator or designee who supervised the teacher prior to the transfer or commencement of the leave of absence.

The immediate administrator or designee is responsible for the evaluation of service personnel such as School Nurses, School Psychologists, Pupil Service and Attendance Counselors, and other non-school based service personnel. Evaluation of school-based service personnel, excluding Library Media teachers, shall be done by consultation between the school administrator and the technical supervisor of the employee, if any, prior to either one issuing the final evaluation. Library Media teachers are to be evaluated by the administrator of the site to which they are assigned.

The administrator may delegate portions of the evaluation process to a designee, in compliance with Article X, Section 2.0, but retains the overall responsibility and personally must submit the Final Evaluation Report through the online process.



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D. Procedures (Personnel not evaluated using EDST)

In order to begin planning the evaluation of employees, administrators should access and review the online roster of employees. An employee who is to be evaluated during a given academic year shall be notified by site administration, if not by the end of the previous academic year, then by the Fall norm day of the evaluation year of the last workday of the fifth week of school, whichever is earlier. The evaluation status for each employee will be listed under the Options column. All administrators should meet with their supervisors to determine evaluation goals, consider the number of evaluations to be completed during the year, and assure that planned evaluations are aligned with overall District expectations. The administrator may determine that a change in the evaluation status for the employee is required and may select from the following list of options:

- Required
- Not Required
- Extended*
- Not at Location
- Retired/Resigned
- On Leave
- Required: Service Form (for service personnel)
- Required: Stull Form (for classroom teachers)
- Required: 1022 Form (for provisional contract employees and long-term substitute teachers)

*An administrator who has mutually agreed with a UTLA represented employee to extend the evaluation period beyond the two-year cycle should select "Extended" and identify the school year to begin the next evaluation cycle. This option should only be utilized if the employee has received a formal evaluation in CPES under the current administrator during the past 3 years.

E. Sequence of Events (Personnel not evaluated using EDST)

1. Initial Planning Sheet

- a. The Initial Planning Sheet shall be provided by the evaluator, completed by the employee to reflect the employee's proposed performance objectives and strategies, and submitted to the evaluator soon after the commencement of the employee's regular assignment basis for the academic year.



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- b. The evaluation of performance should include, but not be limited to, the employee's responsibility as set forth in the class description and other standards such as those described in Article X, Section 4.1.
 - c. The Supplemental Agreement to Article X requires that a teacher include data-driven objectives and strategies in their Initial Planning Sheet. Any data or data reports referred to in the Initial Planning Sheet should be included with the planning sheet.
 - d. If the Initial Planning Sheet is not returned to the administrator in a timely manner, the administrator may create an Initial Planning Sheet for the employee, the contents of which must be discussed at the Initial Planning Conference.
2. Initial Planning Conference
- a. An Initial Planning Conference must be held by the evaluator with the employee by the last workday of the eighth week of the employee's regular assignment basis, whether assigned to a year-round school or to a school on a single-track calendar.
 - b. Administrators should discuss and emphasize in the Initial Planning Conference the criteria to be used in the Final Evaluation Report. Performance objectives developed by an administrator may be included on the Initial Planning Sheet. Once the objectives have been finalized, the administrator shall sign off on the Initial Planning Sheet and furnish a copy to the employee.
 - c. If there is disagreement concerning the objectives or any subsequent modifications to the objectives that may be suggested by either party, the employee may note on the form that objectives were not the product of mutual agreement and may appeal the administrator's determination to the next higher administrative level in accordance with Article X, Sections 4.2 and 4.3. In such cases, the employee's required signature indicates only receipt and acknowledgement of the stated objectives.



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3. Observation, Documentation of Performance and Assistance

- a. Observations are to be conducted by the last workday of the sixth week of the second semester. Observations should be followed by conferences and performance evaluated in relation to the stated objectives. The post-conference must occur no later than ten workdays after the observation. If problems are identified, the evaluator shall:
 1. Make specific written recommendations for improvement.
 2. Offer appropriate assistance and guidance.
 3. Provide the employee with a written summary within four (4) working days of the conference documenting the observations, advisory conferences, and assistance offered or provided.
- b. If an evaluator anticipates that an employee may receive a “Below Standard” evaluation on the Final Evaluation Report, the evaluator should do the following:
 1. Contact the Staff Relations Field Director for guidance during the time period of December 2016 – February 2017 or as soon thereafter as issues may arise.
 2. Notify the employee mid-year in writing of the possibility of issuing such a rating.
 3. Continue providing assistance and guidance to the employee.

4. Final Summary Conference

- a. The evaluator shall prepare, complete and issue the Final Evaluation Report (with a copy to the employee) not less than thirty (30) calendar days before the last regularly scheduled school day of the employee’s scheduled work year in which the evaluation takes place. Refer to the appropriate payroll calendar for ending dates of tracks so that the forms are completed within the required time frames. When a Final Evaluation Report is marked “Below Standard Performance,” the evaluator shall specifically describe in writing the area(s) of Below Standard Performance, together with recommendation for improvement, the assistance given, and the assistance to be given.
- b. If there is more than one evaluator responsible for the evaluation, both evaluators must sign the form.



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- c. Prior to the end of the school year, the evaluator shall hold a conference with the employee to discuss contents of the Final Evaluation Report. **Evaluations shall not be considered a public record.**

5. Filing and Retention of Final Evaluation Report

- a. Final Evaluation Reports for Certificated Instructional and Service Personnel
 1. Print one copy of the Final Evaluation Report for use during the Final Evaluation Conference with the employee.
 2. At the conclusion of the Final Evaluation Conference the original document is to be signed by both the evaluator and employee. The employee is to be issued the original and a copy of the signed final document is to be retained at the work site.
 3. **The Final Evaluation Report must be filed electronically through the online process at least thirty (30) calendar days before the last regularly scheduled school day of the employee's scheduled work year.**
- b. "Below Standard" Performance

In the event that the overall evaluation is marked "Below Standard Performance," the signed final document must be sent to Human Resources Division, Employee Relations, Beaudry Building, 14th floor, for inclusion in the personnel service folder of the employee. A copy of the signed final document is to be retained at the work site.
- c. Written Responses

Written responses from the employee should be attached to a copy of the Final Evaluation Report and forwarded to Human Resources Division, Employee Relations, Beaudry Building, 14th floor, for inclusion in the personnel service folder of the employee.
- d. Distribution of Forms

All required forms for the evaluation process are available online at <http://achieve.lausd.net/hrdocuments>.



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AUTHORITY: This is a policy of Education Code Sections 44660 – 44665; Article X Educator Development, Support, and Evaluation of the LAUSD-UTLA Collective Bargaining Agreement, LAUSD-UTLA 2012 Evaluation Procedures Supplement to Article X, and the 2016 LAUSD-UTLA Reopener Agreement.

RELATED Additional details can be found in Personnel Policy Guide P2

RESOURCES: <http://achieve.lausd.net/Page/6322>. For guidelines for the evaluation of extended day-to-day substitutes and contract employees assigned March 1 or thereafter, refer to Personnel Policy Guide P3 <http://achieve.lausd.net/Page/6322>. For guidelines for the evaluation of day-to-day substitute teachers, refer to Personnel Policy Guide P4.

ASSISTANCE: For assistance on contractual issues please contact the appropriate Local District Staff Relations Field Director. For assistance with the EDST evaluation process or the MyPGS platform, contact the appropriate Local District [Teaching and Learning Coordinator](#).