PERSONNEL EVALUATION AND RECORD KEEPING

PERFORMANCE EVALUATIONS

The purpose of Performance Evaluations at OCS is to enhance the total learning environment for students and to strive for expert instruction in all classrooms. Since these purposes will be best served through the personal and professional growth and development of individual staff members, the Performance Evaluation is the foundation of this evaluation system.

The Performance Evaluation is a process established to ensure that all teachers meet the Performance Standards set forth by the charter and applicable law. To that end, the successful implementation of the evaluation is dependent on effective oral and/or written communication between the evaluators and staff. Open, candid and specific dialogue will occur throughout the process in order to encourage and assist the employee in meeting Professional Standards; and, thereby effectively serve all students.

Process

This system rests upon the opportunities and means for individual employees to set and realize personal and professional goals and expectations which are consistent with OCS’s philosophy, charter and state law. To gain the maximum benefit from the expertise and experience of individual staff members, this evaluation system shall be implemented in a fair, equitable, and positive manner, and in an environment that fosters mutual respect and provides encouragement to staff. Implementation of the procedure and process of evaluation shall recognize unique characteristics and circumstances associated with staff members’ assignments, experiences, expertise, site and environmental factors affecting performance behaviors. Formal observations will be conducted every other year, e.g. A-K 2015-2016 and L-Z 2016-2017. Both certificated and classified staff will be evaluated on a yearly basis. A classified staff member who is designated less than a full time employee at OCS will also have a yearly evaluation performed. The Superintendent reserves the right to evaluate any OCS employee if he/she deems needed and appropriate at any time.

Evaluation Responsibility

Those responsible for facilitating the evaluations shall be as follows:

- The Board of Directors shall evaluate the Superintendent when the Board deems necessary.
- The Superintendent shall evaluate certificated teachers, principals, executive assistant, budget technician and network technician.
- The Superintendent or designee, with input from the designated principals, shall evaluate all certificated staff.
- The executive assistant, designated assistant principal and/or Superintendent evaluate all classified staff in the main office.
- All monthly and hourly special education staff is evaluated by the academy assistant principal and/or Superintendent or designee. Evaluators may assign the responsibility of evaluation to another staff member with the approval of the Superintendent.
Initial Performance Evaluation

The evaluator shall conduct an initial meeting with teachers by the end of the first two (2) weeks of October. The purpose of the meeting will be to discuss the process and Performance Observation Worksheets. Certificated employees will be given a “Performance Evaluation Worksheet” to complete and return to the Superintendent by February 15. The employee and the Superintendent/designee will retain copies of both the Performance Evaluation and Performance Observation worksheets.

Annual Performance Evaluation

After completion of the final evaluation, a conference shall be completed by May 25 at which time the evaluator shall discuss with the employee information included on the Performance Evaluation. The Performance Evaluation shall be completed by the evaluator by June 2. Typed performance evaluations will be returned to the evaluators by June 10 to be signed by the employee and evaluator. The evaluator shall return the evaluations to Candy, the executive assistant who will obtain the Superintendent’s signature and make copies for the employee and the employee’s personnel files. The Performance Evaluation and the information contained therein shall be kept confidential, but may be used in matters regarding employment.

Performance Standard Rubric

Staff will be rated on the Performance Standards as follows:

- **Unsatisfactory**: Performance is inadequate. Employee has demonstrated inability or unwillingness to improve or to meet standards. Performance is not acceptable for the position held. (Written explanations or documentation must accompany an unsatisfactory rating.)
• **Requires Improvement**: Performance periodically or regularly falls short of normal standards. Specific deficiencies must be noted. This evaluation indicates the evaluator’s belief that the employee can and will make the necessary improvements. (Specific deficiencies must be noted on the evaluation form.)

• **Meets Standards**: Indicates consistently competent performance in meeting standards for the position. (If the margin is narrow and standards are barely met, or if standards are slightly above average, there must be a written explanation.)

**Performance Standards and Indicators**

The Performance Standards identified below for the Superintendent, certificated classroom teachers, certificated family support teachers, certificated non-classroom staff and classified staff are to be used in the evaluation of the performance of all employees in each respective group. Each numbered Performance Standard describes the expected behaviors and/or abilities in that performance area.

• An employee's performance will be judged to have met a performance standard by demonstrating the expected behaviors and/or abilities stated in that performance standard.

• The bulleted indicators under each standard are to be used to determine whether the employee's performance has met the standard.

• The overall performance rating will be an average of the combined scores of all of the standards: 0-4, with four being the highest mark.

**Assisted Learning Plan**

Assistance may be provided to an employee in cases where the evaluator has reason to believe that an employee is experiencing difficulties demonstrating satisfactory performance with respect to one or more of the Performance Standards. In such cases, the evaluator and/or assistant principal will discuss the concern with the employee. Then the employee will be referred to the Assistant principal, Department Chair, Superintendent or designee to prepare an Assisted Learning Plan. The Assisted Learning Plan may include by way of example, a timeline for improvement, the areas identified as needing improvement, and the resources that will be provided to assist the employee in meeting the Performance Standards. Resources provided as part of the Assisted Learning Plan may include, but are not necessarily limited to, working with another employee, receiving peer coaching, taking additional course work, and/or being provided various materials.

• If an employee does not agree that he/she is experiencing difficulties demonstrating satisfactory performance as suggested by the evaluator, either party may request that the Superintendent observe and evaluate the employee's performance.

• The evaluator is responsible for documenting whether the Assisted Learning Plan has been successfully completed.
Failure to correct those areas deemed deficient in the Assisted Learning Plan may result in the employee being terminated from O'Farrell. The Superintendent determines whether or not to terminate employment. All employees are employed on an at-will basis and are subject to termination at the discretion of the charter school.

**Beginning Teacher Assistance Process**

A *beginning teacher* is defined as an individual entering his/her first year of employment or any employee with a preliminary teaching credential.

A. When offered, beginning teachers must attend Saturday workshops for new teachers, unless given permission otherwise by their assistant principal. These workshops are designed to guide teachers new to the School through the various aspects of teaching, as well as provide assistance in teaching and designing curriculum for the Homebase class.

B. All beginning teachers shall be provided the assistance of a "coach" for the first year of employment if one is deemed necessary or is requested (if a specific coach is not requested, your Assistant principal will be your coach). The purpose of this process is twofold: one, help the beginning employee understand the O’Farrell culture, and two, to help the beginning employee develop and enhance *competence* - mastery of the knowledge, skills, and application that effective performance requires; *self-confidence* - belief in one's ability to make good decisions and be responsible; *self-direction* - the assurance and ability to take charge of one's personal, professional and career development; and *professionalism* - to understand and assume the responsibilities of the profession.

1) To accomplish this purpose, a coach or assistant principal is expected to meet regularly with the beginning teacher, both formally and informally; guide the beginning teacher through the daily operation of the school/family; arrange for the beginning teachers to visit with different employees in the school/family; demonstrate lessons/processes for the beginning teacher; observe the beginning teacher's performance and provide feedback; act as a role model in all aspects of the profession; attend and participate in in-service training as may be required to develop his/her skills as a coach; and support and counsel the beginning teacher, providing perspective when necessary. The beginning teacher is expected to cooperate fully in the development and implementation of activities associated with the process and demonstrate an awareness and acceptance of the OCS philosophy/culture.

2) The Superintendent or designee will assist teachers requiring coaches to identify potential coaches with whom the teacher would feel comfortable among those who are willing to fulfill the responsibilities of a coach.

**Data Collection**

Data collected for the purpose of evaluating staff applicable to the California Standards for the Teaching Profession shall include observation of a teacher’s performance, walk-through observations, and data/information received from evaluators or other sources.
A. One means of data collection for certificated classroom teachers shall be through one (1) required observation of the teacher’s performance. The Superintendent shall observe an teacher’s performance in the classroom/work each year for a total of at least twenty (20) minutes, unless uncontrollable circumstances make doing so impractical. Teachers in their first or second year in the profession will be observed at least twice a year.

- Prior to each scheduled observation, there shall be a conference to identify and discuss such matters as the job activities to be observed and their content, objectives, strategies, and the process to be used by the evaluator during the observation.

- Each required observation, excluding walk-through observations, shall be followed by a conference with the employee.

- Following each conference, a written report documenting the observation and summarizing the conference using the Post Observation Conference Worksheet shall be provided to the teacher within five (5) school days.

B. Classroom teachers’ performance inside or outside the classroom/work station that are applicable to the Performance Standards may be utilized for data collection. Such observations need not be for a specific minimum time period, do not require a pre- or post-conference or need to be scheduled. Such observations shall be conducted within the bounds of professional propriety. A Walk-Through Observation Form will be used to document brief classroom visitations. Data collected for the purpose of evaluation during any observation(s), other than those required in A, above, shall be provided to the employee as well as the evaluator in writing.

C. Other evaluative data/information applicable to the Performance Standards, which is not generated as a result of observation, shall be provided to the employee in writing. Other data may include, but is not limited to: employee attendance records, comments from parents, assistant principal/Department Chair observations, documents from parent conferences, testing results, grades, evidence of six-week pacing outlines, six week data director assessments, and/or posted grading criteria.

D. If any data/information gathered in accordance with B or C above leads the evaluator to believe that an employee may have performance deficiencies concerning one or more of the Performance Standards, a conference with the Superintendent or designee to discuss the matter, shall be conducted with the employee following the identification of the data/information. The employee will be given reasonable opportunity to respond to the data/information. A written summary of the conference using the Performance Observation Worksheet or a memo shall be provided to the employee within (10) ten school days following the conference.

PERSONNEL FILES AND RECORD KEEPING PROTOCOLS

At the time of employment, a personnel file is established. Please keep the payroll/human resources technician advised of changes that should be reflected in your personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and
individual(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact the employee should the change affect other records.

All employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. Employees may add comments to any disputed item in the file. OCS will restrict disclosure of personnel files to authorized individuals within the School. A request for information contained in the personnel file must be directed to the Superintendent. Only the Superintendent or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.