

Certificated Performance Evaluation – Option 2 and 3
SCTA Article 6.3 Contract Language

Option 2

Article 6.3.3.1 (a)(2)

General Information:

Serves as an alternative assessment for teachers wishing to choose the substance of the evaluation criteria for personal professional growth.

The HQT criteria will be considered only when applicable to the bargaining unit member's current assignment. This formative assessment must be focused on student achievement and relate to student learning and instructional strategies.

Eligibility Criteria:

Qualifying teachers must have five (5) years experience teaching in the district and two (2) consecutive formal evaluations with all performance areas marked as Consistent with Performance Standards or Exceeds Performance Standards. If referring to the previously used evaluation instruments (those used prior to the 2004-2005 school year), all performance standards are rated as 1's and 2's.

Expectations:

The teacher will complete a self-selected project that demonstrates professional growth.

Principal's Role:

For Option 2, Principal you are to monitor and ensure that teacher carries out the standards based goals along with the corresponding project/product co-developed and determined at the pre-conference. The project may be presented/shared with staff.

Option 3—AB 954

Article 6.3.1(a) and 6.3.3.1(a) (3)

General Information:

AB 954 provides an option for teacher evaluation for long-term successful teachers. The related language was added to Education Code Section 44664.

This option is authorized only if the evaluator and certificated employee being evaluated mutually agree that the employee will be evaluated only once every five years. Additionally, the certificated employee or the evaluator may withdraw consent at any time.

Human Resource Services

9/21/15



Option 3 cont'd

Eligibility Criteria:

Certificated employees are eligible for Option 3 *if*:

- The certificated employee has permanent status in the district.
- Has been employed by the district for at least 10 years.
- Meets Federal definition of highly qualified.
- Previous performance evaluations show that the employee meets or exceeds the standards.

Additional Information:

SCTA Article 6.3.3.1-Evaluation Conference:

Appropriate assessment techniques and other responsibilities applicable to the evaluation shall be determined by the evaluatee and the evaluator in **conference not later than November 1 of each year**. In the event illness or other absence of any of the parties involved prevents holding such conference by November 1, the date shall be extended until at least one (1) week following return from such absence. Further, if other unforeseen difficulties arise, the November 1 date may be extended by mutual agreement of the parties. Extensions beyond January 1 are subject to the approval of the superintendent, or his/her designee. The final evaluation may be extended for the same reasons and under the same conditions but not later than May 1.

SCTA Article 6.5.2 - Evaluation Reports:

Except as provided in 6.3.2 and 6.3.3.1, failure to meet **the April 1 deadline** shall negate the administrator's evaluation of the teacher at that school site.



**CERTIFICATED TEACHER (CONTENT STANDARD)
 OPTION 2 PLANS TO ACHIEVE STUDENT
 PROGRESS/PROFESSIONAL GROWTH GOAL SETTING
 CONFIDENTIAL**

Teacher: _____ School: _____ School Year: _____

Grade(s)/Subject Assigned: _____ Art _____

PART I - TEACHER COMPLETES PRIOR TO PRE-CONFERENCE

1. Please list three goal(s) and how they relate to student learning and instructional strategies.

1. I would like to get better at teaching the Principle of Contrast. I have found it to be a difficult concept for Graphic Art students to understand. Text and other important parts of their work often appear "drowned out" by background colors and objects - deemphasizing the focal point of the message being conveyed. I would like to students to understand that Graphic Artists are like musicians mixing visual music - if the drums are too loud you can't hear the melody over the backgrounds. It's not that backgrounds aren't important; they must work together in "harmony" and not distract from the main message.

The Principle of Contrast, once understood, is like a "gateway" concept: it can help in understanding other design principles such as Focal Point and Emphasis - that important parts must be emphasized and stand-out against the background.

2. I would like to become better at creating structured interactions between students, such as Peer Edit activities, charrette design forums, and other workshop-type endeavors to help foster a love of learning and give students the skills to succeed in the wider world. Students are presented with design problems and must collaborate in groups to reach solutions.

3. My workshop consists of presenting students with varying exemplars of Contrast, Focal Point and Emphasis, asking that they first identify the problems and then make suggestions for solutions. Additional components include technical instruction on the difference between stroke and fill, and how to use them to create Contrast.

2. Describe how you will evaluate the effects of your professional growth plan on student learning.

All of the items on my professional growth plan will positively effect my classroom management and my overall relationship with my students. This in turn will lead to better classroom participation, subject matter "buy in" and result in greater student learning and higher grades.

3. Plan for at least two interactions with peers and/or administrators to get feedback, present a demonstration or other product of the professional growth agreed upon.

One peer interaction will be with Mr. _____, another computer graphics/art instructor at _____. We will discuss his strategies and experiences with deeper engagement with students and techniques he may

PART II + TEACHER COMPLETES PRIOR TO FINAL CONFERENCE

1. Evaluate the extent and degree to which you accomplished your goal(s) as set forth in Goals Form.

Students gained a better understanding of Contrast as a result of my 7-minute presentation. The analogy of playing a drum beat while "mixing" guitar sounds over the drums in the background was effective in demonstrating how Graphic Artists mix contrasting colors so text is easily visible, much the same as musicians do when they balance sounds.

Long-term impacts include an increase of confidence in my ability to teach the Elements and Principles of Design. These are abstract concepts - not easy to understand, and utilizing other artistic genres such as music to make metaphorical connections to the Visual Arts has proven successful if done correctly.

2. Write a short reflective statement indicating how this evaluation year enhanced your professional growth.

I received great advice from the Principal, the charrette design forums being partially his suggestion. Also the charrette design forums were a great success as a tool for brainstorming. I have done it several times since then and it has become another "arrow in my quiver" so to speak.

In a related "Co-Teaching" collaboration with the Principle, we also used charts to trigger a "critical friends" peer feedback activity where kids charted what they saw in each other's work and gave suggestions as to where they could make improvements.

Students must be comfortable with objectifying themselves, stepping back and looking at their work dispassionately as if seeing through another's eyes. This "enlightened" perspective requires the ability to take criticism about one's work without making it personal. Public criticism is part of the pedagogy of Art class and students succeed at higher levels when using that criticism to create a better product from suggestions they couldn't have thought of otherwise.

3. Explain how the project impacted student learning.

Understanding the Elements and Principles of Design requires abstract thought. Students are sometimes not comfortable hypothetical and indefinite concepts - they want the "right" answer. But the purpose of Art is to show students that not everything is quantifiable.

The ability to think abstractly correlates to problem solving skills, and will help students find creative solutions to problems in the long run. Good problem solvers can find unique solutions because they are comfortable operating outside "the box." This Design Element pedagogy will benefit all my students in the future and should be expanded to include many more.

4. Share your plans for subsequent growth related to teaching and learning.

The charrette design forums also will continue to be refined and can be used across all classes, especially in brainstorming and to help students "stuck" in the ideation stages of project development. It is a pedagogy that requires students to humbly accept criticism and reimagine their own work by seeing it in different ways and use those unique perspectives to open up new solutions.

01
Teacher's Signature

Date

Evaluator's Signature

Date

Evaluator may attach Recommendations for Professional Goals and Commendations: