

## SECTION X – EVALUATION PROCEDURES

### TEACHER PROFESSIONAL LEARNING AND EFFECTIVENESS SYSTEM (TPLES)

The Federation and the District are committed to providing a program of supervision and evaluation of each bargaining unit member designed to improve classroom instruction and increase the capabilities and effectiveness of the member in the total educational endeavor.

The Teacher Professional Learning and Effectiveness System (TPLES) focuses on continuous professional learning to ensure that PUSD teachers who are retained and tenured can effectively support student learning throughout their careers. This evaluation system includes the PUSD/PFT Poway Professional Assistance Program (PPAP) for beginning teachers and the Permanent Teacher Intervention Program (PTIP), to allow for a fair process with feedback and intensive support and assistance, ensuring high quality instruction for all PUSD students.

Nothing in these procedures shall preclude any additional evaluation conferences or formal evaluations at the discretion of the evaluator. Nothing in this procedure shall preclude the evaluatee from requesting additional conferences or evaluations.

**TPLES Components** include multiple measures, self-reflection and goal setting. Options for self-reflection include, but are not limited to, student perception surveys, self-reflection forms linked to our Continuum of Teaching Standards and reflective journaling.

**TPLES Multiple Measures** of practice include:

1. Standards-based evidence of practice gathered through observations by trained teachers/peers and administrators, review of classroom videos, data from student perception surveys, and/or examination of instructional artifacts. Using the PUSD Continuum of Teaching Standards, observations will include the administrator and, with mutual agreement, peer and/or video observations;
2. Teacher's impact on student learning as measured by teacher-developed Student Learning Objectives (SLOs) that use classroom, department, grade level, or district assessments for baseline and summative measures of student learning. The teacher's reflection on practice and implementation of instructional strategies are emphasized rather than student test scores, and
3. Teacher's contribution to the profession is based on individual Professional Learning Objectives (PLOs), measured progression toward meeting those goals, and contributions to school site goals.

#### **Cycle**

- Temporary and Probationary teachers participate in TPLES every year.
- Permanent teachers participate every other year, beginning the first year of permanency until completion of ten years (from certificated hire date).

- Upon completion of 10 years or more (from certificated hire date), permanent teachers whose previous evaluation rated effective practice overall, participate every five years.

### **Timeline**

- Teachers to be formally evaluated in TPLES during the current year shall be notified of their primary observer/evaluator by September 15th. Permanent teachers not notified by September 15th shall not be formally evaluated unless the teacher has been given thirty (30) days written notice at any time during the year.

### **Process**

#### **I. Prior to the Planning Conference**

Each teacher shall participate in a self-reflection activity, prepare an individualized Student Learning Objective (SLO) aligned to academic or content standards or an IEP goal, and a Professional Learning Objective (PLO) aligned to the PUSD Continuum of Teaching Standards for review, discussion, and approval by the observer/evaluator (form TPLES1 for Traditional Evaluation or TPLES1a for Alternative Evaluation).

#### **II. Planning Conference**

A. The purposes of the planning conference include:

1. A collaborative discussion of the teacher's self-reflection and current evidence of practice
2. Student learning and professional learning objective details
3. Modification if necessary .
4. Determination of observation type (administrator and/or peer) and format (face-to-face and/or video),
5. Approval of the plan

B. A Planning Conference shall be held by the evaluator no later than:

1. October 15th for temporary and probationary teachers
2. October 30th for permanent teachers participating in the Traditional or Alternative Evaluation format

#### **III. Classroom Observations Frequency/Duration**

A. For temporary and probationary teachers, there shall be at least two formal observations, (form TPLES2) a minimum of 30 minutes each, in both the fall and spring TPLES cycle (a total of not less than 60 minutes in the fall and 60 minutes in the spring). Formal observations may be augmented by informal observations.

B. For permanent teachers participating in the Traditional evaluation format, there shall be at least two formalized observations (one in the fall and one in the spring) during the school year, (form TPLES2) with a combined total not less than 60 minutes. Formal observations may be augmented by informal observations.

1 C. Temporary, probationary, and permanent teachers with fewer than five (5)  
2 years of effective practice will have the required number of administrator  
3 observations above during the fall TPLES cycle of the school year. With  
4 mutual agreement of teacher and administrator, observations required during  
5 the spring TPLES cycle may be completed by an administrator and/or a peer,  
6 using a format of face-to-face and/or video. However, teachers who are Interns  
7 or PPAP participants require administrator/consultant observations in both the  
8 fall and spring cycles.

9 1. Administrator Observations:

- 10 a. All written summaries of the observations (TPLES2) shall be  
11 delivered to the teacher observed within three (3) working days  
12 following the observations, and signed by the observer/administrator  
13 and teacher within five (5) working days.  
14 b. A face-to-face or virtual conference involving the administrator and  
15 the teacher shall take place to review and reflect on the  
16 observation. Every effort will be made to hold the conference within  
17 five (5) working days.  
18 c. The teacher has the right to respond to the observation in writing,  
19 and the response shall be attached to the TPLES2 form.  
20 d. Additional observations may be provided upon the request of the  
21 teacher or at the discretion of the administrator.

22 2. Peer Observations:

- 23 a. A pre-meeting conference between teacher and peer (face-to-face  
24 or virtual) shall take place to identify observational data supporting  
25 the teacher's Student Learning Objective (SLO) and/or Professional  
26 Learning Goal (PLO) (TPLES1).  
27 b. A face-to-face or virtual debrief to discuss peer observation shall  
28 also take place.  
29 c. The teacher then reflects on the feedback received from their peer  
30 and on the changes made in instructional practice aligned to the  
31 teacher's SLO and PLO.  
32 d. All written reflections of observations shall be delivered to the  
33 Administrator within five (5) working days following the observation  
34 (TPLES2a).

35  
36 **IV. Learning and Effectiveness Summary**

37 A. Temporary/Probationary teachers

- 38 1. Temporary and Probationary teachers shall receive two formal Learning and  
39 Effectiveness Summaries delivered to the teacher and discussed in a  
40 conference, one by January 15th (TPLES3a midyear) and one in the spring  
41 (TPLES3b final), but no later than 30 days prior to the last day of school  
42 (per California Education Code Section 44663).  
43  
44 2. Personnel Support Services shall be notified of Temporary or Probationary  
45 teachers with identified areas of ineffective practice on the midyear Learning  
46 and Effectiveness Summary.  
47  
48

1 B. Permanent teachers

- 2 1. For Permanent teachers demonstrating Effective Practice, a midyear  
3 Learning and Effectiveness Summary (TPLES3a) and conference are at  
4 the discretion of the evaluator.  
5 2. For permanent teachers requiring Guided Improvement of Practice or  
6 overall Does Not Meet Standards with identified areas of ineffective  
7 practice, a midyear Learning and Effectiveness Summary (TPLES3a) and  
8 conference are required. Permanent teachers shall receive a minimum of  
9 one formal Learning and Effectiveness Summary (TPLES3b) delivered to the  
10 teacher and discussed in a conference no later than 30 days prior to the last  
11 day of school. (California Education Code Section 44663).  
12

13 C. The teacher has the right to respond to the Learning and Effectiveness  
14 Summary in writing, and the response shall be attached to the Summary.  
15

16 **V. Alternative Evaluation Program**

17 Permanent teachers who have completed five years or more (from certificated hire  
18 date), and who have the endorsement of the site principal, may opt for the TPLES  
19 Alternative Evaluation Program.  
20

21 A. Prior to the planning conference, teachers shall participate in a self-reflection  
22 activity and prepare an individualized Student Learning Objective (SLO)  
23 aligned to academic or content standards or an IEP goal, and a Professional  
24 Learning Objective (PLO) aligned to the PUSD Continuum of Teaching  
25 Standards for review, discussion, and approval by the observer/evaluator  
26 (form TPLES1a).  
27

28 B. Participation in National Board Certification may be used as the teacher's  
29 TPLES Alternative Evaluation.

- 30 1. Teacher shall include a summary of their National Board Certification  
31 focus on TPLES 1a form and supporting documents/portfolio.  
32

33 C. Upon the administrator/evaluator's approval, the teacher's course work, when  
34 acquiring a master's or doctorate degree, may be used as the basis for their  
35 Alternative Evaluation.

- 36 1. Teacher shall include a summary of their master's or doctorate focus on  
37 TPLES 1a form and supporting documents/portfolio.  
38

39 D. Alternative Evaluation planning conference (TPLES1a) will be completed and  
40 approved by October 30th.  
41

42 E. Midyear conference

- 43 1. The teacher or administrator may request a midyear conference to discuss  
44 progress and/or support, if needed.  
45

46 F. Final Alternative Evaluation conference

- 47 1. No later than 30 days prior to the last day of school, the teacher and their  
48 administrator/evaluator will meet, face-to-face or virtually, to discuss the

- 1 teacher's reflections, progress on their SLO/PLO, and administrator/  
2 evaluator feedback  
3 2. At the conclusion of the meeting, the Alternative Evaluation form  
4 (TPLES1a) will be signed and dated.  
5

## 6 **VI. Remediation**

- 7 A. In the event a teacher is demonstrating ineffective practice based on the  
8 PUSD Continuum of Teaching Standards, the administrator/evaluator shall  
9 notify the teacher in writing on the Midyear and/or Final Learning and  
10 Effectiveness Summary (TPLES3a and/or 3b) and describe the areas of  
11 ineffective practice. Recommendations for improvement must be written for  
12 the most significant area(s) of need.  
13  
14 B. Classroom observations, conferences, and/or assigned professional learning  
15 opportunities may be increased at the discretion of the administrator/evaluator  
16 to provide the level of supervision and guidance necessary to support the  
17 identified area(s) of ineffective practice.  
18  
19 C. Permanent teachers who demonstrate overall Does Not Meets Standards  
20 with identified areas of ineffective practice on a full year of Learning and  
21 Effectiveness Summaries (Midyear and Final) shall be referred to the PPAP  
22 Governance Board which oversees the Permanent Teacher Intervention  
23 Program (PTIP). The Governance Board will provide assistance, or see that  
24 assistance is provided, which may include participation in PTIP. Other  
25 assistance deemed necessary by the teacher and/or evaluator may be  
26 considered as part of the improvement process.  
27

## 28 **VII. Other**

- 29 A. Teachers on Leave  
30 Teachers due for evaluation but who are on leave at the beginning of the  
31 school year, or who begin a leave part way through the school year, will have  
32 their evaluation scenario reviewed by Personnel Support Services/PFT on an  
33 individual basis. A joint recommendation will be made for either a modified  
34 evaluation timeline for the current school year or the evaluation will be moved  
35 to the next school year.  
36  
37 B. Late Hires  
38 1. Teachers hired after the start of the school year should be evaluated. They  
39 must be notified of their evaluation and evaluator.  
40 2. Teachers hired on or before November 15th/before November Break of  
41 the current school year will follow an abbreviated evaluation timeline for  
42 the midyear (form TPLES 3a) with one formal observation and the normal  
43 timeline for the Final Learning and Effectiveness Summary (TPLES3b).  
44 3. Teachers hired on or after November 16th/after November Break of the  
45 current school year will require only one completed Learning and  
46 Effectiveness Summary (form TPLES3b) delivered to the teacher and  
47 discussed in a conference no later than 30 days prior to the last day of  
48 school. Teachers hired after March 15th will have a modified evaluation

1 expectation to include informal observations and an evaluation summary in  
2 lieu of a final Learning and Effectiveness summary.

3  
4 C. TPLES and the Learning and Effectiveness Summary procedures may be  
5 revised during the term of this agreement by mutual consent of the District  
6 and Federation.

7  
8 D. The Learning and Effectiveness Summary and assessment of certificated  
9 employees' competence pursuant to this section shall not include the use of  
10 publishers' norms established by standardized tests. Teachers may choose to  
11 include these assessments if they are part of their written SLO. Standardized  
12 testing data may be used as part of the teacher's written SLO.

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14 E. Other Written Material

15 No written derogatory material shall be placed in a teacher's personnel file  
16 unless and until the teacher has a reasonable time to review and comment  
17 thereon.

18 F. Complaints

- 19 1. Complaints from community members against an individual teacher, which  
20 may affect the Learning and Effectiveness Summary of that teacher, shall  
21 be referred to the principal or his/her designee. All complaints so referred  
22 will also be promptly brought to the attention of the teacher involved if that  
23 complaint may affect his/her Learning and Effectiveness Summary review.  
24  
25 2. Any complaint or allegation involving potential criminal misconduct shall be  
26 exempted from the provisions of this section. Also, the wording of this  
27 section shall supersede the provisions of Board Policy and District  
28 Administrative Procedure regarding the matters discussed herein.

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30 G. Forms (Forms are available on the PUSD Intranet)

- 31  
32 1. Forms to be used in Teacher Professional Learning and Effectiveness  
33 System pilot for unit members are:  
34 a. Professional and Student Learning Objectives form (TPLES1 for  
35 Traditional and TPLES1a for Alternative, TPLES1TL for Teacher  
36 Leader Position)  
37 b. Classroom Observation form (TPLES2)  
38 c. Peer Classroom Observation form (TPLES2a)  
39 d. Mid-year Learning and Effectiveness Summary form (TPLES3a)  
40 e. Final Learning and Effectiveness Summary form (TPLES3b)  
41 f. Alternative Evaluation Summary (TPLES1a)  
42 g. Teacher Leader Position Summary (TPLES1TL - for teachers  
43 working primarily with adults)  
44  
45 2. Forms may be modified during the term of this agreement by mutual  
46 consent of the Federation and the District.  
47