



**LOS ANGELES UNIFIED SCHOOL DISTRICT  
POLICY BULLETIN**

**TITLE:** Performance Evaluation for UTLA Bargaining Unit Personnel

**NUMBER:** BUL-5335.7

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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.

**MAJOR CHANGES:** This Policy Bulletin replaces the Human Resources Division Bulletin BUL-5335.6 issued October 20, 2017. The Bulletin includes the addition of Teacher Librarians, Early Childhood Special Education teachers, and Adult and Career Education teachers into Educator Development and Support: Teachers (EDST), and deans and non-school, non-classroom teacher advisors, experts, program specialists, and facilitators into Educator Development and Support: Non-Classroom Teachers (EDSNCT). Beginning 2019-2020, academic counselors will be evaluated using Educator Development and Support: Counselors (EDSC). All other certificated evaluations will be completed in the My Professional Growth System (MyPGS) platform. Note that the evaluation process will remain the same.

**GUIDELINES:** The following guidelines apply:

**I. Implementation of the Performance Evaluation Processes for UTLA Bargaining Unit Personnel**

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.

The Educator Development and Support: Teachers (EDST) process is the performance evaluation system for teachers of Pre-K (California State Preschool Program, Transitional Kindergarten (TK), and Expanded TK) through adult school, including Special Education Resource teachers, Special

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Day Program teachers, Early Education teachers at Early Education Centers, Arts Education Itinerant teachers, Career Technical Education (CTE) teachers at secondary schools, Adult and Career Education teachers, and Teacher Librarians. Beginning in 2019-2020, Early Childhood Special Education teachers will be included in the EDST process.

The Educator Development and Support: Non-Classroom Teachers (EDSNCT) process is the performance evaluation system for school-based, instructional coaches and coordinators, deans, and non-school, non-classroom teacher advisors, experts, and facilitators. Beginning in 2019-2020, academic counselors will be evaluated using the Educator Development and Support: Counselors (EDSC) process.

Support services personnel (school psychologists, Pupil Services and Attendance (PSA) Counselors, etc.) will **not** be evaluated using EDS processes for the upcoming school year and 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.

## Summary Chart: Performance Evaluation Processes for UTLA Bargaining Unit Personnel

Educator Development and Support (See page 5)	
<b>School-Based, Instructional Personnel</b>	<ul style="list-style-type: none"> <li>• Early Childhood Special Education teachers</li> <li>• Early Education teachers at Early Education Centers</li> <li>• Pre-K (State Preschool Program, TK, Expanded TK) through Adult School classroom teachers</li> <li>• Special Education Resource teachers</li> <li>• Special Day Program teachers</li> <li>• Arts Education Itinerant teachers</li> <li>• CTE/ROP teachers at secondary schools</li> <li>• Instructional coaches and coordinators</li> <li>• Adult and Career Education teachers</li> <li>• Teacher Librarians</li> </ul>



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	<ul style="list-style-type: none"> <li>• Deans</li> <li>• Academic Counselors</li> </ul>
<b>Non-School Based, Instructional Personnel</b>	<ul style="list-style-type: none"> <li>• Teacher advisors, experts, program specialists, and facilitators</li> </ul>

<b>Former Performance Evaluation Process (See page 13)</b>	
<b>School-Based, Instructional Personnel</b>	<ul style="list-style-type: none"> <li>• Extended Day-to-Day Substitute teachers</li> </ul>
<b>School-Based, Support Services Personnel</b>	<ul style="list-style-type: none"> <li>• Health and Human Services Personnel (PSA Counselors, School Psychologists, etc.)</li> </ul>
<b>Non-School Based, Instructional Personnel</b>	<ul style="list-style-type: none"> <li>• Adapted Physical Education Teachers</li> </ul>
<b>Non-School Based, Non-Instructional Personnel</b>	<ul style="list-style-type: none"> <li>• Health and Human Services and Related Services Personnel who report centrally or to Local Districts</li> </ul>

**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 Smarter Balanced Assessment Consortia (SBAC) Results

B. Group SBAC Results



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### 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:

1. Benchmark assessment data, where available and appropriate to the students and curriculum, such as the Dynamic Indicators of Basic Early Literacy Skills (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 Individualized Education Programs (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 Processes (EDS)

#### A. Background

The EDST, EDSNCT, and EDSC processes are multiple measure evaluation and support systems grounded in the LA Unified *Teaching and Learning Framework* and *School Counseling Framework*. These processes include observations, conferencing opportunities, professional goal setting activities, and a series of reflection and evidence collection activities throughout the year. EDST, EDSNCT, and EDSC incorporate promising practices in coaching and feedback and encourage 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>.

EDS processes include the following measures:

1. *Observation of Practice*: evidence collected, aligned, and rated is based on the appropriate LA Unified framework, which provides all employees with a common definition of effective practices.
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, employees 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 employee to reflect on practice, but it is not to be included in an employee's final evaluation:

5. *Student survey administration*: teachers participating in EDST can administer an online survey 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 participating in EDST and evaluators can upload evidence into MyPGS that represents 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.



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### B. Instructional Personnel to be Evaluated using EDS Processes

The EDST process is the performance evaluation system for teachers of Pre-K (California State Preschool Program, Transitional Kindergarten (TK), Expanded TK) through Adult School. This includes all general education teachers, Special Education Resource teachers, Special Day Program teachers, Early Education teachers at early education centers, Career Technical Education (CTE) teachers at secondary schools, Adult and Career Education teachers, and Teacher Librarians. Beginning in 2019-2020, Early Childhood Special Education teachers (PAL, PCC, and PSC) will be included in the EDST process.

School-based, instructional coaches, coordinators, and deans and non-school, non-classroom teacher advisors, experts, program specialists, and facilitators will be evaluated using the EDSNCT process. Beginning in 2019-2020, academic counselors will be evaluated using the Educator Development and Support: Counselors (EDSC) process.

### 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 their last evaluation should be evaluated the following year. In addition, personnel who received a Below Standard Evaluation or a Notice of Unsatisfactory Service are ineligible for employee-initiated transfers or additional assignments and leaves.

Permanent teachers should be evaluated at least once every other year.

### 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. The period between evaluations may, at the joint discretion of the evaluator and the employee, be extended beyond the two-year period so that the evaluation may be made once in a three, four, or five-year period.



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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 3.0 (b).

Any employee with 10 or more years teaching experience in LA Unified should meet all the following descriptions to be considered for deferral:

1. Employee has 10 or more years of teaching experience in L.A. Unified, has been evaluated at least once in the past four years, and each of the three most recent evaluations resulted in overall “Meets Standards”/“Exceeds 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
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.

The actual number of staff members evaluated will vary depending upon the number of faculty with fewer than 10 years of experience in LA Unified and the number of those with 10 or more years of experience who meet the criteria for deferral.

### E. Administrators Responsible for Evaluations

The employee’s immediate administrator is responsible for evaluating the employee. The administrator may delegate portions of the evaluation process to a designee and/or may receive input and participation from others, (see Article X, Section 2.0), but the administrator shall retain overall responsibility of completing the Final Evaluation Report.

### F. Identification of Employees to be Evaluated

Using the Employee Evaluation Report found in [MyTeam](#), the frequency of evaluation policy, and the District’s deferral guidelines, school administrators should identify in MyPGS the employees required to be evaluated in the upcoming school year.



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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 5<sup>th</sup> 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)

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 *User Guides* tab in MyPGS.

### G. Sequence of Events

The EDS support and evaluation processes include a Formal Observation and a Growth Plan Visit, conferencing opportunities, professional goal setting activities, and a series of reflection and evidence collection 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 EDS 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



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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. In addition to the data-driven objective, classroom teachers will also select an Instructional Growth Objective and a Professional Growth Objective, academic counselors will select a Counseling Growth Objective and Professional Growth Objective, and non-classroom teachers will select a Professional Growth Objective.
  - 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.
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



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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. Evidence collected should be aligned to the District-selected (3), employee-selected (3), and cooperatively-selected (1) focus elements of the appropriate LA Unified framework. For classroom teachers, 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. For non-classroom teachers participating in EDSNCT and academic counselors participating in EDSC, the focus elements selected are rated at the end of the year, based on the Observation of Practice and Evidence Collection Measures.

The ratings for a Formal Observation/Observation of Practice 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), employee-selected (3), and cooperatively-selected (1) focus elements of the appropriate LA Unified frameworks. Supplemental observations may be initiated by the employee 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 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 visitations that administrators



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should conduct as part of their routine supervision.

- 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.
- 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 – February of the given school year, 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. Evidence Collection (for EDSNCT and EDSC only)

Employee and evaluator may both collect and enter evidence into the MyPGS platform that demonstrates the employee's professional practice. This evidence should be aligned to the District-selected (3), employee-selected (3), and cooperatively-selected (1) focus elements of the District's appropriate frameworks. Ratings will be provided at the end of the year and based on the Observation of Practice and the Evidence Collection measures. The ratings shall be "Effective Practice," "Developing Practice," and "Ineffective Practice."

### 6. 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



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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 in 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.
- 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 end 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.

### 7. 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

If the overall evaluation is marked “Below Standard,” the signed Final Evaluation Report must be sent to Human Resources Division,



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Staff Relations, Beaudry Building, 14<sup>th</sup> floor, for inclusion in the personnel service folder of the employee.

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, 14<sup>th</sup> floor, for inclusion in the personnel service folder of the employee.

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

#### **A. Personnel to be Evaluated (Personnel not evaluated using EDST, EDSNCT, or EDSC)**

All certificated evaluations are completed in the MyPGS platform. Note that the process remains the same.

##### **1. Instructional Personnel**

Adaptive Physical Education teachers and Extended Day-to-Day Substitute teachers will continue to be evaluated using the former evaluation process.

All of the following steps should be completed online via MyPGS:

- Initial Planning Sheet
- Observation
- Final Evaluation Report
- Evaluation for Provisional Contract Employees, including provisional contract teachers and Extended Day-to-Day Substitute teachers (formerly Form 1022)

The performance evaluation 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.

##### **2. Support Services Personnel**

School-based, support services personnel, such as Health and Human Services employees (PSA Counselors, School Psychologists, etc.), and non-school based, non-instructional personnel, such as Health and Human Services and Related Services employees who report centrally or to local districts, will continue to be evaluated using the former



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evaluation process.

Final Evaluation Reports for Support Services Personnel are accessed and completed via the MyPGS platform. Forms to be used in conjunction with the online evaluation are listed as follows:

- Initial Planning Sheet (formerly Form 1072)
- Observation (formerly Form 1073)
- Evaluation of Service Personnel, Final Evaluation Report

### B. Frequency of Evaluations

Evaluators may defer evaluations for approved eligible employees with **ten** or more years of satisfactory teaching service in L.A. Unified. The period between evaluations may, in the joint discretion of the administrator and the employee, be extended beyond the two-year period so that the evaluation may be made once in a three, four, or five-year period. 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.

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 received an overall Below Standard Evaluation in their last evaluation should be evaluated the following year. In addition, personnel who received a Below Standard Evaluation or a Notice of Unsatisfactory Service are ineligible for employee-initiated transfers or additional assignments and leaves.



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### C. Administrators Responsible for Evaluations

The employee's immediate administrator is responsible for evaluating the employee. The administrator may delegate portions of the evaluation process to a designee and/or may receive input and participation from others, (see Article X, Section 2.0), but the administrator shall retain overall responsibility of finalizing the Final Evaluation Report.

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 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.

### D. Procedures

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 school-based employee will be listed under the *Staff Roster* tab. 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.

### E. Sequence of Events

#### 1. Initial Planning Sheet

- a. The Initial Planning Sheet shall be completed or uploaded by the employee in the MyPGS platform to reflect the employee's proposed performance objectives and strategies. The Initial Planning Sheet reflects the employee's proposed objectives and strategies.
- 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



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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.

### 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)



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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 - February within the given school year, 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 Evaluation Report and Summary Conference

- a. The evaluator shall prepare, complete, and issue the Final Evaluation Report (with a copy to the employee) in 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. Refer to the appropriate payroll calendar for ending dates of tracks so that the forms are completed within the required time frames.
- b. 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.
- c. If there is more than one evaluator responsible for the evaluation, both evaluators must sign the form.
- d. 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



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- (1) Print one copy of the Final Evaluation Report for use during the Final Evaluation Conference with the employee.
- (2) At the end 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) A signed copy of the Final Evaluation Report shall be filed uploaded to the MyPGS platform at least thirty (30) calendar days before the last regularly scheduled school day of the employee's scheduled work year.

b. Below Standard Performance

If the overall evaluation is marked "Below Standard Performance," the signed final document must be sent to Human Resources Division, Employee Relations/Services, Beaudry Building, 14<sup>th</sup> 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.

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

**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 RESOURCES:** 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; for guidelines for the evaluation of day-to-day substitute teachers, refer to Personnel Policy Guide P4 go to <http://achieve.lausd.net/Page/6322>.

**ASSISTANCE:** For assistance on contractual issues please contact the appropriate Local District Staff Relations Field Director. For assistance with the EDS evaluation processes or the MyPGS platform, contact [Professional Learning and Leadership Development](#) at (213) 241-3444.