Education in California
Meeting the Demands of the 21st Century

Teacher Evaluations and Tenure
California Educational System
Title II Leadership Office

Ron Taylor, Education Administrator I  916-323-4819

Lynda Nichols, Education Programs Consultant  916-323-5822
Federal Department of Education –
Office of Elementary and Secondary Education

50 States, District of Columbia, 6
Inhabited Territories....American
Samoa, Guam, Northern Mariana Islands, Puerto
Rico, U.S. Virgin Islands, Wake Islands

93,900 traditional public schools
California Department of Education and State Board of Education: limited oversight

58 County Offices of Education: limited oversight of districts, most fiscal in nature and support

1,050 Local School Districts: most decisions are made at this level...we call this “local control”

9,895 Schools
BECOMING A CALIFORNIA TEACHER

A Multi-Step Process
Degree....

- Must have at least a Bachelors Degree from an accredited university

- Fifth Year Program (teacher preparation) from an accredited university, county office of education or private provider
  - Most are one year programs that include a semester (18 weeks) of student teaching…growing number of two years Masters in Education programs
  - Growing number of Intern programs which allow a person to work while completing course work
Licensure...Appropriate Credential

EC 44256 (Ryan, 1970 – 2007, and 2042, 2007 and beyond) Authorization for teaching credentials shall be of four basic kinds, as defined below:

- "Single subject instruction"
  - Generally secondary – High school, Junior/middle High (think 7–12)

- "Multiple subject instruction"
  - Generally elementary – elementary schools (think one teacher all day...K–8)

- “Specialist instruction”
  - Reading specialist, mathematics specialist, specialist in special education or early childhood education

- “Designated subjects”
  - Generally unaffected by NCLB - designated technical, trade, or vocational programs
Induction
Beginning Teacher Support and Assessment (BTSA)

First two years of teaching....state funded program, approximately $4,000 per teacher

Includes mentoring, ongoing education, and support to ensure a successful introduction into the profession

Successful completion results in a Professional Clear Credential....renewed every five years
PERMANENT STATUS
Teacher Evaluations and Professional Development
Pathway to Tenure

status granted to an employee, usually after a probationary period, indicating that the position or employment is permanent

- Hiring is done at the local level...district
  - First year, released without cause
  - Second year, released but cause must be listed

- First day of third year teacher is considered tenured....
  - Union protection
    - Due process is lengthy and difficult

- Reduction in Workforce (RIF) layoff is based on seniority
  - Last hired first fired
Why do we even evaluate teachers…..

- The first and most fundamental reason is because public schools are public institutions; they take public money, and the public has a right to expect high-quality teaching.
But there are two more basic purposes.

To Ensure Teacher Quality:
- Credibility in an evaluation system is essential. A principal or a superintendent must be able to say to the school board and the public, "Everyone who teaches here is good….and here's how I know."

To Foster Professional Learning
- Teacher evaluation typically serves this more developmental purpose through professional conversations between teachers and colleagues who observe in their classrooms and between teachers and supervisors following formal or informal observations.
Evaluations

- Teacher Performance Evaluations
  - At least once a school year for probationary teachers (1st and 2nd year)
  - At least every other year for teachers with permanent status (tenured)
  - At least every five years of teacher with permanent status, who have been employed with the district for at least 10 years, are highly qualified, and whose previous evaluation rated the employee as meeting or exceeding standards
    - Teachers with permanent status who have evaluations deemed unsatisfactory shall be required to participate in a Peer Assistance and Review Program (PAR)
Classified Evaluation Timelines

- **Probationary Employees**
  - During **first two months** review specific job duties, expectations, job description and evaluation form
  - After **four months** meet with supervisor again and evaluate progress
  - End of **six months** meet again for final evaluation of probationary period
A teacher evaluation system that satisfies this requirement will include the following:

- A consistent definition of good teaching

- A shared understanding of this definition - everyone in the system, teachers, mentors, coaches, and supervisors, must possess a shared understanding of this definition.

- Skilled evaluators - those who support teachers, mentors, coaches, supervisors, and so on, must be able to recognize classroom examples of the different components of practice, interpret that evidence against specific levels of performance, and engage teachers in productive conversations about their practice.
PAR Programs

- PAR programs are created at the local level in partnership with bargaining unit (union)
  - Goals must be in writing
  - Assistance and review must include multiple observations of teacher during classroom instruction
  - Program must include a cooperative relationship between consultant (master) teacher and site principal
  - Sufficient staff development must be provided to assist a teacher to improve his or her teaching skills and knowledge
PAR Referral Process

- Principal indicates Improvement Plan on evaluation
  - Probationary Teacher
    - Fill out Improvement Plan: Probationary/Provisional
  - Permanent Teacher
    - Complete Improvement Plan: Permanent/PAR Referral
      - Meet with teacher, teacher signs referral

- No PAR administrator referral but may encourage teacher to self-refer
  - Teacher fills out self referral and sends to PAR Committee Chair

- Principal holds Probationary Teacher to Improvement Plan

- Evaluation and Referral goes to HR
  - PAR Referral goes to PAR Committee Chair

- Teacher notified in writing and can request CT
PAR Committee

**PRINCIPAL**

- Continues with Evaluation & Observations
- Signs Action Plan
- May meet with Consulting Teacher (CT) but CT must notify Participating Teacher (PT)
- Must refer a teacher again, if continuation in PAR required another year

**CONSULTING TEACHER**

- Receives referral form, uses to complete Action Plan
- Meets with PT, fills out Action Plan
- Observes, mentors, assists based on goals on Action Plan
- Reports to Committee regularly
PRINCIPAL DOES NOT:

• Receive Consulting Teacher (CT) report
• Regularly meet with CT
• Relinquish duties to CT

CONSULTING TEACHER DOES NOT:

• Evaluate Participating Teacher
• Betray confidentiality
• Recommend termination of any teacher

Remember: PAR referral lasts one academic year
Resources

Teacher Evaluation, The Marzano Causal Teacher Evaluation Model: Causal evaluation model takes the focus from compliance to long-term improvement
• http://www.marzanocenter.com/Teacher-Evaluation/

The Danielson Group: Promoting Teacher Effectiveness and Professional Learning
• http://www.danielsongroup.org/article.aspx?page=frameworkforteaching

Greatness By Design, Supporting Outstanding Teaching to Sustain a Golden State
• http://www.cde.ca.gov/eo/in/documents/greatnessfinal.pdf#search=Greatness%20by%20design&view=FitH&pagemode=none