



RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
Handbook for the Evaluation of Master Teachers/Teachers and
Tenure Review Master Teachers/Teacher

PROLOGUE

This handbook is a product of the collective bargaining agreement between the California School Employees Association (CSEA) and the Board of Trustees. It is intended as a tool for implementing portions of Article 2, Evaluation of the Contract. All master teachers/teachers and Site Directors conducting evaluations will use the guidelines, timelines, and procedures defined in this handbook.

PHILOSOPHY AND PURPOSE OF EVALUATION

The philosophy underlying the evaluation of master teachers/teachers at the Child Development Centers of Rancho Santiago Community College District (RSCCD) is reflected in the mission statement of the college district and in the overriding concern among all members of the college community for the quality of academic programs and student services. Just as the mission of the college district is rooted in humanistic motives, the philosophy underlying master teacher/teacher evaluation embraces the humanistic principles of individual worth, dignity, responsibility, and fairness, as well as the individual's capacity for self-realization in a nurturing, collegial environment.

Emanating from this philosophy, the purposes of evaluation are twofold. First, evaluation is a process for improving the performance of all master teachers/teachers, reflecting the college district's commitment to quality. Secondly, evaluation is a process for the collaborative assessment of the performance and potential of a new master teacher/teacher in preparation for tenure recommendation. Evaluation is to be a fair and unbiased process that provides opportunities for improving and sharing skills and talents. The handbook presents the procedures, guidelines, and timelines for conducting evaluations of master teachers/teachers.

The evaluation of non-tenured master teachers/teachers aims at ensuring the highest quality of teaching and professionalism by providing for a regular meaningful assessment of master teacher's/teacher's performance in a variety of roles. Teaching and the promotion of learning are at the heart of all educational activities. The recommendation for tenure status is ultimately more important than the recommendation to hire, since once the Board of Trustees approves the recommendation for tenure, the master teachers/teachers become a permanent member of the college community. These guidelines, procedures, and activities defined for tenure review represent the best efforts of master teachers/teachers and Site Directors and administrators to create a complete, fair, and objective process. Neither the creators of, nor the process, itself, are perfect.

Decision-making is always difficult, especially when the decision may lead to the dismissal of an employee. What is necessary is a thoughtful report of a master teacher's/teacher's primary responsibility, which is carefully documented and includes both that which is well done and specific comments about areas in need of improvement.

DEFINITION OF A PEER REVIEWER

All tenured and contract master teachers/teachers will be assigned a peer reviewer by their Site Director with the approval of the Executive Director of Child Development Services. A new master teacher/teacher who is going through the tenure review process may ask to have an additional master teacher/teacher assigned to their review process to serve in the role of mentor. Tenured master teachers/teachers also have the option of requesting the addition of a second master teacher/teacher as an evaluator, if desired.

DEFINITION OF A PORTFOLIO

A portfolio is a personal file designed by the master teacher/teacher to show his/her work as an Early Childhood Educator. The file may contain any achievements or work that the master teacher/teacher would find appropriate.

The portfolio may include but is not limited to: a sample lesson plan and monthly objectives, documentation of professional growth (classes taken, workshops attended, and certificates earned), statement of personal growth (reflections on your experiences over the semester), reference letters by parents and staff, and membership in any professional organizations. A copy of the Peer Review may only be placed in the portfolio with the approval of the master teacher/teacher being reviewed.

SELF-EVALUATION

Significant benefits of the evaluation process are derived from periodic self-evaluation. In preparation for each evaluation and/or tenure review cycle, a self-evaluation report will be completed and is due by November 15. This self-evaluation is given to the Site Director, who in turn will place the self-evaluation in the employee's portfolio for use by the Site Director and the Peer Reviewer. A copy will be sent to the Executive Director of Child Development Services and the Assistant Vice Chancellor, Educational Services for signature. Self-evaluations are completed each year for every staff member.

EVALUATION OF MASTER TEACHERS/TEACHERS FOR TENURE

Contract One Evaluation

During a master teacher's/teacher's first year, the Peer Reviewer and the Site Director (designated by the Chancellor to oversee the process for the Board of Trustees) will observe and evaluate the new master teacher/teacher.

All Contact I master teachers/teachers will be evaluated by November 15 and again by February 15. At the conclusion of each evaluation, the master teachers/teachers must sign the report. The

signature does not necessarily indicate agreement with the report, and the master teacher/teacher may submit a written response within ten (10) working days. Both the evaluation and the response will be included in the master teacher's/teacher's tenure report.

The Peer Reviewer and the Teacher will meet at the conclusion of the observation to discuss the observation results and the portfolio.

Contracts Two and Three Evaluations

During a master teacher's/teacher's second through fourth years, the Peer Reviewer and the Site Director (designated by the Chancellor to oversee the process for the Board of Trustees) will observe and evaluate the master teacher/teacher.

All Contract II, III and IIIB master teachers/teachers will be evaluated by February 1. At the conclusion of each evaluation, the master teachers/teachers must sign the report. The signature does not necessarily indicate agreement with the report, and the master teacher/teacher may submit a written response within ten (10) working days. Both the evaluation and the response will be included in the master teacher's/teacher's evaluation report.

Along with general considerations, the evaluators will identify changes and development since the Contract I evaluation, noting in particular the master teacher's/teacher's willingness to work on any areas recommended for improvement and tangible success in accomplishing that improvement since the last evaluation. During this time, the evaluation process should be viewed as an opportunity to note a candidate's progress toward tenure.

The master teacher/teacher will update his/her portfolio each year. This includes a new self-evaluation each year. The self-evaluation should comment on any suggestions for improvements made in previous evaluations. In addition, the self-evaluation should briefly identify strengths and areas for improvement to which the individual would like to pay particular attention during the evaluation process.

GUIDELINES FOR GRANTING TENURE

The decision to grant tenure is an affirmative act, based on fair, reasonable, and professional evaluation of the master teacher/teacher. The decision to award tenure should normally be based on four years of evaluation of the employee.

EVALUATION OF TENURED MASTER TEACHER/TEACHER

The self-evaluation will be done annually and is due November 15.

All tenured master teachers/teachers will be evaluated every three years. These evaluations include a peer and administrative evaluation. The peer and administrative evaluations are due June 1st. The Peer Reviewer and the Teacher will meet at the conclusion of the observation to discuss the observation results and the portfolio.

The administrative evaluation includes regular observations by the Site Director. The evaluator will use the appropriate form to complete an evaluation report, based on the observations and the portfolio. At the conclusion of administrative evaluation, the master teachers/teachers must sign the report. The signature does not necessarily indicate agreement with the report, and the master teacher/teacher may submit a written response within ten (10) working days. Both the evaluation and the response will be included in the master teacher's/teacher's evaluation report.

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
Child Development Center Teacher
Supervisor's Performance Appraisal

Name:	Position:
Appraisal Period From:	To:

Tenured Contract I Contract II Contract IIIa Contract IIIb

• **EFFECTIVENESS AS MEMBER OF STAFF**

	OUTSTANDING*	COMPETENT	NEEDS IMPROVEMENT*
Demonstrates respect for other staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works successfully with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gets work done efficiently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates well with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates dependability (includes punctuality, attendance, reliability)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assumes responsibility and takes initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observes confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respectful of needs of parents and children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

• **EFFECTIVENESS AS TEACHER OF YOUNG CHILDREN**

	OUTSTANDING*	COMPETENT	NEEDS IMPROVEMENT*
Demonstrates respect/positive attitude toward children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Open to exploration of new ideas, methods, strategies and techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates dependability through punctuality, attendance, following through on commitments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alert to total group under his/her supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds appropriately to each child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observes and records child behavior objectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creates a rich appropriate learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains control while supporting self-discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluates children and program effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implements curriculum which reflects knowledge of how children develop and learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implements curriculum which reflects the philosophy of the center/interest and abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implements curriculum which reflects the individual needs, abilities of the children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implements curriculum which reflects creative use of activities & learning materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

• **EFFECTIVENESS AS A MASTER TEACHER**

	OUTSTANDING*	COMPETENT	NEEDS IMPROVEMENT*
Able to verbalize philosophy & goals of the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervises team, including student teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitates the planning of developmentally appropriate activities by team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitates cooperation among team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Models and articulates a developmental philosophy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains written curriculum records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Communicates effectively with parents, including parent conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keeps aware of current issues in the field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*** Comments Required**

I have read this appraisal of my performance and discussed it with my Supervisor. I understand that I have the right to respond in writing within ten (10) calendar days of this discussion to the supervisor.

If additional space for comments is required, attach sheet to the evaluation form.

COMMENTS: _____

STATUS SUMMARY _____

EFFECTIVENESS AS MEMBER OF STAFF _____

EFFECTIVENESS AS TEACHER OF YOUNG CHILDREN: _____

EFFECTIVENESS AS A HEAD TEACHER: _____

<p>Recommendation (check only one)</p> <p><input type="checkbox"/> Contract II <input type="checkbox"/> Contract IIIa <input type="checkbox"/> Contract IIIb <input type="checkbox"/> Tenure</p> <p><input type="checkbox"/> Not recommended for Rehire</p>

SIGNATURE SECTION:

Signature: _____ / _____
Development Center Teacher *Date*

Prepared by: _____ / _____
Site Director *Date*

Acknowledged: _____ / _____
Executive Director, Child Development Services *Date*

Signature: _____ / _____

Revised: 3/4/09jmr

Vice Chancellor, Educational Services

Date

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
California School Employees Association
Self Evaluation

Child Development Center Master Teacher/Teacher

Name:	Position:
Appraisal Period From:	To:

Tenured Contract I Contract II Contract IIIa Contract IIIb

Level of Proficiency

- 1 = Demonstrates consistently
- 2 = Usually demonstrates
- 3 = Needs improvement
- 4 = Not observable

INTERPERSONAL SKILLS

- Functions effectively and respectfully within a multi-cultural environment, promoting positive behavior among children and adults.

SELF	
	Speaks with a voice that is gentle, quiet, calm and firm, sending messages that are direct and clear.
	Listens carefully and respectfully to children and staff.
	Acts relaxed and comfortable, yet alert to the total situation.

TEACHING STYLES AND STRATEGIES

- Shows knowledge and understanding of children's abilities and needs and how a developmental program can promote the growth and development of the children it serves.

SELF	
	Shows enjoyment and enthusiasm with children and expresses a genuine interest and concern for them. Is willing to learn from children and follow their lead.
	Relates positively to each child's personality and developmental level. Is aware of differing moods of children and can adjust expectation accordingly.
	Sets consistent, realistic limits and focuses on the behaviors, not the child.

ENVIRONMENT

- Provides a balanced, stimulating, and developmentally appropriate environment for children of varying needs.

SELF	
	Creates an environment both indoors and outdoors where children are comfortable enough to explore and initiate play.
	Facilitates social interactions among children.
	Questions and explores with children so that all learn through discovery.

RELATIONSHIP TO OTHERS

- Acknowledges and reinforces the strengths and achievements of others.

SELF	
	Promotes teamwork.
	Willing to listen to suggestions and other's ideas and is responsive to changes.

	Shares leadership when necessary, leads when necessary, steps aside when necessary.

RELATIONSHIP TO PARENTS

- Demonstrates professionalism with respect and sensitivity to each family's needs, cultural backgrounds.

SELF	
	Able to articulate the school's philosophy and goals.
	Approachable and accessible each day to communicate positively to families about their children.
	Does not discuss child's behavior to other families or in front of the child.

PROFESSIONAL RESPONSIBILITIES

- Uses initiative and creativity in fulfilling requirement of position within the scope of their responsibility.

SELF	
	Plans and implements a balanced program providing for the affective, social, physical, and cognitive growth of the children.
	Continues professional growth through workshops, in-services, classes, conferences, etc., in order to make informed decisions.
	Arrives to work on time and is dependable and regular in attendance.

MASTER TEACHER RESPONSIBILITIES

SELF	
	Provides leadership and supervision in a style which is respectful, helpful, and beneficial.
	Conducts parent conferences in a timely manner to discuss child's behaviors, strengths, weaknesses, insights, and works in a partnership with parents to set goals.
	Makes observations and maintains up-to-date portfolios and assessments.
	Demonstrates consistently appropriate child/adult interactions to serve as an exemplary model for teacher, student aides, and observers.
	Ability to articulate the interaction between program philosophy and theory to students, parents, and other team members.

If additional space for comments is required, attach sheet to the evaluation form.

COMMENTS: _____

SIGNATURE SECTION:

Signature: _____ / _____
Child Development Center Teacher / *Date*

Acknowledged: _____ / _____
Supervisor / *Date*

Acknowledged: _____ / _____

Executive Director, Child Development Services

Date

Acknowledged:

_____/_____
Vice Chancellor, Educational Services *Date*

Revised: 3/4/09jmr

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
California School Employees Association

PEER REVIEW

Child Development Center Master Teacher/Teacher

Name:	Position:
Appraisal Period From:	To:

Tenured Contract I Contract II Contract IIIa Contract IIIb

INTERPERSONAL SKILLS

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