



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

TITLE: Performance Evaluation and Professional Development for Certificated Management, Supervisory, and Confidential Personnel

NUMBER: BUL-5334.0

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DATE: December 3, 2010

POLICY: This Policy Bulletin outlines instructions and procedures for evaluating the job performance and the professional development of certificated management, supervisory, and confidential employees.

MAJOR CHANGES: This Policy Bulletin replaces Office of the Chief Operating Officer BUL-4848.0 of the same subject dated August 24, 2009. The content has been revised to reflect new contact information.

GUIDELINES: The following guidelines apply.

I. Background

The purpose of the evaluation-development system is to improve employee performance, to promote accountability, and to encourage professional growth.

Realistic feedback is essential to increase employee awareness of performance and to provide maximum opportunity for individual growth. Mutual respect and honesty should guide discussions during all phases of evaluation. The evaluator should serve as helper and facilitator while providing forthright feedback, expecting progress in the professional performance of the employee.

II. Frequency of Evaluation

A. Employees shall be evaluated at least once during each of the first two school years of service within the classification to which assigned, and at least every other school year thereafter.

B. An employee may be evaluated during any school year if deemed appropriate by the immediate administrator.

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LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

C. In accordance with respective Collective Bargaining Agreements, the evaluation may be extended up to three, four or five year periods.

III. Behavioral Basis and Components of the Performance Evaluation- Development System

A. Behavioral Basis

The key to accurate and reliable evaluation is the focus on observed behavior rather than traits, generalities, or opinions. Behavior is defined as what an individual actually does or says.

For purposes of evaluation, behaviors are combined into “dimensions.” Dimensions are descriptive labels which are operationally defined in terms of behaviors that reasonably relate to success or failure in a given position or class of positions. In this evaluation system, it is categories of dimensions that are evaluated, based primarily on behaviors that are observed in the performance of tasks, projects, and experiences. For a list of dimensions, refer to the Initial Planning Sheet.

B. Components

Final evaluation reports for certificated management, supervisory and confidential personnel are completed through the online process. Forms to be used in conjunction with the online evaluation are as follows:

1. Certificated Management Personnel, Initial Planning Sheet, Form 1044 (www.teachinla.com HR Forms)
2. Certificated Management Personnel, Observation/Conference Sheet Form 1049 (www.teachinla.com HR Forms)
3. Certificated Management Final Evaluation Report (accessed and completed online)

IV. Initial Planning

A. Purpose

The purpose of the initial planning conference is to conduct discussions between the evaluator and employee about the criteria which are to be used for the final evaluation and to set specific activities, goals and objectives for the year.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

B. Evaluator initiates planning

The evaluator shall provide the employee with an Initial Planning Sheet.

If responsibility for the evaluation is assigned to anyone other than the immediate administrator, the employee shall be advised promptly in writing of the name of the designated evaluator.

C. Employee completes and returns work copy of Initial Planning Sheet

The employee shall complete a work copy of the Initial Planning Sheet by proposing activities (tasks, projects, or experiences) consistent with the goals. These activities will become the basis for the final evaluation. The proposed activities should:

1. Relate reasonably to the duties and responsibilities of the job class.
2. Be consistent with and reinforce the goals and missions of the school/unit/district.
3. Elicit behaviors related to selected dimensions of the job class.
4. Focus directly on and emphasize the identified areas of development.
5. Provide opportunities for overall professional growth and broadening of experience.

The date the Initial Planning Sheet is submitted should be entered on the online Final Evaluation Form.

D. Evaluator holds initial planning conference and develops planning conference copy of Initial Planning Sheet

The evaluator shall arrange an initial planning conference with the employee in order to review the activities proposed and finalize initial planning. The evaluator must be sure that the activities listed are consistent with the employee's class description and give the employee the opportunity to demonstrate behavior in each of the dimension categories (areas of evaluation). The evaluator shall also enumerate for the employee the stated goals of the school/unit and district.

In addition to the list of activities, (a) specific area(s) shall be chosen which will serve as a special focus for professional development purposes. This specific area shall be documented on the Initial Planning Sheet.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

Initial planning must be scheduled to give the employee enough time to complete the work copy of the Initial Planning Sheet by the end of the sixth week of the employee's regular assignment basis. The entire initial planning process should be completed by the end of the eighth week of the employee's regular assignment basis. These time limits may be extended by mutual agreement.

The results of the initial planning conference shall be reflected on the Initial Planning Sheet.

Both parties shall sign the Initial Planning Sheet and the evaluator shall enter the date of the Initial Planning Conference on the online Final Evaluation Form. The employee should also indicate whether or not mutual agreement was reached on the contents. If the objectives were not the product of mutual agreement, the employee's required signature indicates only receipt and acknowledgement of the stated objectives.

V. Observations, Assistance, and Conferences

- A. After initial planning and throughout the course of the timeframe set for evaluation, the evaluator is to observe and provide feedback to the employee the employee's performance of the activities. The evaluator should assess dimensional strengths and weaknesses, and state these in behavioral terms on the optional Observation/Conference Sheet (District form), a conference memorandum, or other written/oral feedback. Dates of observation/visitations and conferences should be entered on the online Final Evaluation Form.
- B. If the evaluator observes performance problems or areas of needed improvement, the evaluator shall counsel the employee, make written recommendations for improvement, and document assistance designed (including peer assistance when appropriate) to improve the employee's performance. The evaluator shall document such assistance in writing with a copy of the documentation promptly given to the employee following each discussion, observation, conference, or other contact. This documentation shall serve as guidance and a notice to the employee to improve performance. In addition, the evaluator and employee should jointly plan ways to improve the competencies and further the professional development of the employee.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

- C. During the school year, if performance problems develop, or if constraints are identified which will affect the evaluatee's progress toward meeting the established objectives, the objectives may be modified. Either the employee or the evaluator may initiate discussion toward such a modification.

VI. Final Evaluation

- A. The evaluator shall complete a Final Evaluation Report in time to hold the summary conference and give a copy of the Final Evaluation Report to the employee no later than **May 10** of the school year in which the evaluation occurs.
 - 1. The evaluator provides a rating for each of the dimension categories of either Meets Standard Performance or Below Standard Performance. The rating for each dimension category shall be related to the dimensional behaviors exhibited in performing the tasks of the job, in completing projects, and in obtaining experiences. The evaluator shall provide comments on specific deficiencies, recommendations for improving performance, and assistance to be given for improvement for any dimension rated "Below Standard Performance."
 - 2. The evaluator provides an overall rating based on patterns of behavioral strengths and weaknesses determined by the evaluation dimensions, both in concert with each other as well as individually. Nothing precludes an overall evaluation of "Below Standard Performance" on the basis of a single dimension, if the evaluator judges the degree of deficiency in such dimension to be severe.
 - 3. The evaluator provides comments on professional development based on progress made by the employee within the specific area(s) of focus outlined on the Initial Planning Sheet. Recommendations regarding future professional development may also be noted.
 - 4. The evaluator completes the remainder of the Final Evaluation Report by including punctuality and attendance. The evaluator shall also note whether, according to guidelines in Section II of this policy bulletin, the employee is to be evaluated next year.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

- B. Print one copy of the Final Evaluation Report for use during the final conference with the employee. Once the evaluation has been signed by both the employee and the evaluator, the original is issued to the employee and a copy is retained by the evaluator as a school or office copy. **To conclude the process, the Final Evaluation Report must be submitted electronically through the online process.** In the event that the overall evaluation is marked “Below Standard Performance”, a copy of the final signed document must be sent to Human Resources Division, Employee Relations, Beaudry Building, 14th floor, for inclusion in the employee’s personnel service file.

- C. The employee may respond in writing within ten working days from the date of receipt of the Final Evaluation Report. Written responses, if any, should be attached to a copy of the Final Evaluation Report and forwarded to Human Resources Division, Employee Relations, Beaudry Building, 14th floor, for inclusion in the employee’s personnel service file.

VII. Distribution of Forms

All required forms for the evaluation process are available online at www.teachinla.com HR Forms.

AUTHORITY: Legal mandates and Board policies and Office of the Chief Human Resources Officer.

RELATED RESOURCES: The Agreement between AALA and the District outlines instructions and procedures for evaluating the job performance and the professional development of certificated management, supervisory, and confidential employees.

ASSISTANCE: For assistance or further information please contact the appropriate local district or central Staff Relations Office at (213) 241-6056.