



# Paso Robles Joint Unified School District

## Evaluation Notification Form

Teacher:

Date:

**This form will serve as formal notification that this school year is designated as an**

On Cycle

Off Cycle

**Your employment status for the current school year is:**

Temporary

Probationary

Permanent

- NOTE: Principals or administrative supervisors may put teachers on a 5 year evaluation cycle if they meet the following criteria (Professional Growth Form will still be completed on an annual basis):
  - Teacher has been within the District 7 or more years,
  - Teacher has positive evaluation, (no overall standards less than 3, ½ of the overall standards 4's/5's in most recent evaluation.)
  - Teacher is fully credentialed in his/her assigned area,
  - Teacher has requested the 5 year cycle through providing a written request with rationale for approval of the cycle (See below)

(NOTE: A 5 year cycle is solely decided by the principal or administrator and can be revoked. Teacher will be given notification prior to October 1 if the 5 year cycle has been revoked.)

**Type of Evaluation:** On cycle employees who are in good standing and permanent status, with 2 or more satisfactory evaluations after their permanent status have the following options for evaluations (all other employees shall follow the formal evaluation process):

Formal evaluation process by his/her site supervisor

Peer Review (Two members, in satisfactory standing, select and review each other, on their own time, observe, review and provide evidence to be presented to site supervisor for jointly written evaluation).

•Fill out Peer Review Request Form (Exhibit M)

- ❑ Self Evaluation/Portfolio (Teacher provides lesson plan, student work, video of lesson connected to the identified teacher goals). Teacher and administrator discuss documentation, observation (if needed) and summary evaluation is jointly completed by the administrator and teacher.

•Fill out Self Evaluation/Portfolio packet (Exhibit N)

Your evaluator for this school year is: \_\_\_\_\_  
(Evaluator Name and Title)

The evaluation deadlines are **December 15 and February 15** for temporary and probationary employees and **prior to 30 days before the last day of school** for permanent employees to receive written evaluations of their formal observation conferences.

My signature below indicates that I have received this notification and a copy of my job description.

Employees Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Date: \_\_\_\_\_

Please complete the following information for a request to be put on a **5 year evaluation cycle**:

**Hire Date** (must be at least 7 years ago): \_\_\_\_\_

Date of last two evaluations: (Both must be when teacher was in permanent status)

\_\_\_\_\_, \_\_\_\_\_

- If you do not have copies of the evaluations you will need to request copies from HR Department.

**Attach last two evaluations** referenced above: Evaluations must have half of the overall standard rankings 4's/5's and not have any overall standard rankings less than 3.

Site Supervisor will notify employee within **3 weeks of this request** on the status of the request.

(This form will be placed in the employee's personnel file)

## Paso Robles Joint Unified School District

### Job Description

**TITLE:** Classroom Teacher

**FSLA:** Non Exempt

**REPORTS TO:** Site Administrator

**SALARY:** Certificated Salary Schedule

#### **BASIC FUNCTION.**

Under the supervision and direction of the principal, the Classroom Teacher shall have curricular, instructional, administrative, student services and other responsibilities as assigned.

**ESSENTIAL JOB FUNCTIONS.** *Duties may include, but are not limited to, the following:*

#### **ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING.**

- Connecting students' prior knowledge, life experience, and interests with learning goals.
- Using a variety of instructional strategies and resources to respond to students' diverse needs.  
Facilitating
- learning experiences that promote autonomy, interaction and choice.
- Engaging students in problem solving, critical thinking and other activities that make subject matter meaningful.
- Promoting self-directed, reflective learning for all students.

#### **CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING.**

- Creating a physical environment that engages all students.
- Establishing a climate that promotes fairness and respect.
- Promoting social development and group responsibility.
- Establishing and maintaining standards for student behavior.
- Planning and implementing classroom procedures and routines that support student learning
- Using instructional time effectively.

#### **UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING.**

- Demonstrating knowledge of subject matter content and student development.
- Organizing curriculum to support student understanding of subject matter. Interrelating ideas and information
- within and across subject matter areas.
- Developing student understanding through instructional strategies that are appropriate to the subject matter.
- Using materials, resources and technologies to make subject matter accessible to students.

#### **PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS.**

- Drawing on and valuing students' backgrounds, interests and developmental learning needs.
- Establishing and articulating goals for student learning.
- Developing and sequencing instructional activities and materials for student learning.

- Designing short-term and long-term plans to foster student learning.
- Modifying instructional plans to adjust for student needs.

### **ASSESSING STUDENT LEARNING.**

- Establishing and communicating learning goals for all students.
- Collecting and using multiple sources of information to assess student learning.
- Involving and guiding all students in assessing their own learning.
- Using the results of assessments to guide instruction.
- Communicating with students, families and other audiences about student progress.

### **DEVELOPING AS A PROFESSIONAL EDUCATOR.**

- Reflecting on teaching practice and planning professional development.
- Establishing professional goals and pursuing opportunities to grow professionally.
- Working with communities to improve professional practice.
- Working with families to improve professional practice.
- Working with colleagues to improve professional practice.
- Balancing professional responsibilities and maintaining motivation.

### **OTHER PROFESSIONAL RESPONSIBILITIES.**

- Present a positive professional image by action, communication and appearance.
- Collaborate with others to meet the goals and priorities at the school and the District levels.
- Work with colleagues and actively contribute to problem resolution.
- Demonstrate effective interpersonal relationships with staff, students, parents and the community
- Follow Board of Trustees policies, as well as school procedures, rules and regulations.
- Participate in professional improvement activities, as needed, to strengthen performance.
- Perform agreed upon adjunct duties and other duties as may be assigned by the supervisor; consistent with policies, procedures and negotiated agreements.

### **PHYSICAL REQUIREMENTS.**

Ability to see for purposes of reading policies and printed material. Ability to understand speech at normal levels in person or on the telephone. Ability to communicate so others will be able to understand a normal conversation in person or on the telephone. Ability to operate necessary equipment including computers and computer software with dexterity. Ability to occasionally lift/carry supplies, materials and equipment weighing up to 35 pounds. Ability to demonstrate mental acuity in the performance of job related duties and interactions with students and adults.

### **WORKING CONDITIONS.**

Public school work environment subject to sitting at a desk or standing for long periods of time, bending and crouching, kneeling at files, pushing/pulling file drawers, equipment and supplies, reaching in all directions and working at a computer or other standard school equipment.

### **QUALIFICATIONS- REQUIRED.**

Knowledge of: instructional techniques and strategies appropriate to the curriculum; state frameworks, district approved curriculum, board/district/school policies and procedures; current and relevant assessment

techniques and strategies. Ability to: establish and maintain behavior expectancies, including an orderly, efficient, effective and safe student environment; learn and interpret laws, rules and regulations related to the operation of public schools; prepare clear and concise reports; maintain detailed and accurate records, operate a computer and computer software; analyze situations carefully and adopt effective courses of action; work effectively in the absence of supervision; communicate effectively, both orally and in writing; establish and maintain cooperative working relationships with parents, students, staff and administration.

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