

# Article 3: EVALUATION

—

Know Your Contract

# Contents

- 3.1 Evaluation Procedures
- 3.2 Frequency
- 3.3 Timelines
- 3.4 Evaluation Measures
- 3.5 Observations
- 3.6 Final Evaluation
- 3.8 Teacher's Access to Documentation
- 3.9 Planning

# 3.1 Evaluation Procedures



- **3.1.1** The purpose of an effective teacher development and evaluation system is to inform, instruct, and improve teaching and learning, as well as provide educators with meaningful feedback on both areas of strength and needed improvement.
- **3.1.2 Grievances regarding evaluations (see Article 5) shall be utilized for disputes arising over the evaluation PROCEDURES only.** Content of the evaluation shall not be subject to the grievance procedure except where the final overall evaluation score is “Unsatisfactory,” in which case, the teacher may elect to appeal to the Evaluation Advisory Mediation Committee (see section 3.4.2.5).
- **3.1.3 By written agreement between the permanent teacher and the evaluator, the timelines, observations, forms, records and conferences may be waived or reduced.** Provisions of Article 3 shall not be waived or altered for probationary or temporary teachers.
- **3.1.4 Evaluation and assessment made pursuant to this Article shall be in writing and a copy will be provided to the teacher.** The teacher shall receive a final evaluation of ‘Commendable’, ‘Satisfactory’, ‘Needs Improvement’, or ‘Unsatisfactory’.

- **3.1.5** The District shall evaluate and assess teachers as provided in the Education Code and as is **reasonably related** to the California Standards for the Teaching Profession (CSTP).
- **3.1.6** The following areas shall be evaluated through examples and comments by the District:
  - **3.1.6.1** Developing as a professional educator
  - **3.1.6.2** The performance of **other duties adjunct** to the teacher's assignment.
- **3.1.7** The District shall provide teachers with a copy of the “California Standards for the Teaching Profession, Resources for Professional Practices.” Teachers will be notified in a timely manner of any and all updates to the CSTP. In-service training shall be made available for teachers during the school year.
- **3.1.8** For **non-instructional unit members**, such evaluation and assessment shall be based upon the **fulfillment of established job responsibilities that are based on actual observation of the job related activities**. The non-instructional teacher evaluation form (Appendix E) shall be used.

# Checking for Understanding

True or False

If an evaluated member is unhappy with the outcome of the evaluation, they are allowed to file a grievance.

False

---

## 3.2 Frequency

—

**3.2.1** Evaluation and assessment of the performance of each certificated employee shall be made on a continuing basis, as follows:

(1) Once each school year for **temporary/probationary** personnel

(2) Every other year for personnel with **permanent status** not meeting the criteria below

(3) Every five years for permanent personnel who have been employed at least ten (10) years with the district, are highly qualified as designated by No Child Left Behind 2001 (NCLB), and whose most recent previous evaluation rated the employee as ‘Satisfactory’ or ‘Commendable’. **The certificated employee or the evaluator may withdraw consent at any time.**

NOTE: If withdrawn by the evaluator, it must be done so within the **first 20 days**.

When any permanent, certificated employee has received a final evaluation of **‘Unsatisfactory’**, the District shall **evaluate the employee in the subsequent year**, subject to the remaining provisions of this Article.

# Checking for Understanding

True or False

A temporary/probationary teacher is NOT eligible for for the 5-year evaluation status.

True

---

## 3.3 Timelines

—

**3.3.1** As part of a **regularly-scheduled faculty or orientation meeting**, the evaluator shall meet, within the **first twenty (20) working days of the school year**, with the teacher(s) to be evaluated. In the event of a late hiring or change of assignment, the meeting may be specially scheduled and shall occur within **twenty (20) working days after the date of the late hire or change of assignment**.

At the meeting, the evaluator and the teacher(s) will review the evaluation criteria (3.4 Evaluation Measures), the California Standards for the Teaching Profession on the Pre-Observation Conference Form, the facilitating support requirements to be provided by the evaluator, and the plans for monitoring the teacher's performance status. **The evaluator may ask for lesson or unit plans based on curricular goals or objectives no more than once per semester, unless there is evidence of poor planning** pursuant to Section 3.9 of this Article.

**3.3.2** For the **announced observation**, a pre-observation conference shall be held with the evaluator and the teacher within the **first forty-five (45) working days of the school year** and at least (2) working days prior to the observation.

The evaluator shall **provide a copy of the Pre-Observation Conference Form to the teacher at least five (5) working days prior to the conference.** The teacher shall bring the completed form to the pre-observation conference. At the pre-observation conference, the teacher and evaluator shall review and complete the rest of the Pre-Observation Conference Form. **The teacher shall select one (1) element from each of the six CSTP on the evaluation form as evaluation criteria. The evaluator shall select one (1) additional element from each of the six (6) CSTP on the evaluation form as additional evaluation criteria.** Nothing herein shall exclude the right of the evaluator to comment upon and discuss, but not reduce to writing, observations concerning other indicators of performance. The teacher and the evaluator shall review and discuss lesson or unit plans at the pre-observation conference.

**3.3.3 A post-observation conference** shall occur within **three (3) working days after each observation**. At the post-observation conference, the evaluator will present the completed Post-Observation Conference Form and Observation/Conference Checklist to the teacher. The teacher shall have the right to attach a written response to the Observation/ Conference Checklist and the Post-Observation Conference Form within **five (5) working days of the post observation conference**.

**The Final Evaluation** form shall be completed and filed with the Human Resources Office no later than **thirty (30) calendar days prior to the end of the teacher's school year**. An evaluation conference shall be held between the evaluator and the teacher no later **than five (5) working days before the final evaluation report is due to be filed**.

# Checking for Understanding

Fill in the Blank

As part of a regularly-scheduled faculty or orientation meeting, the evaluator shall meet, within the \_\_\_\_\_ of the school year, with the teacher(s) to be evaluated.

first twenty (20) working days

---

# Checking for Understanding

Fill in the Blank

For the announced observation, a pre-observation conference shall be held with the evaluator and the teacher within the first forty-five (45) working days of the school year and at least \_\_\_\_\_ prior to the observation.

(2) working days

---

# Checking for Understanding

Fill in the Blank

The teacher shall have the right to attach a written response to the Observation/ Conference Checklist and the Post-Observation Conference Form within \_\_\_\_\_ of the post observation conference.

five (5) working days

---

# 3.4 Evaluation Measures



**3.4.1** Teachers will be evaluated in accordance with Education Code section 44662 regarding the four evaluation criteria: 1) The progress of students toward the grade level standards; 2) The instructional techniques and strategies; 3) The employee's adherence to curricular objectives; and 4) The establishment and maintenance of a suitable learning environment.

The CSTP shall be used as the tool for teacher evaluation. Unit member performance shall be evaluated and assessed as it reasonably relates to:

1. Engaging and Supporting All Students in Learning
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designing Learning Experiences for All Students
5. Assessing Student Learning
6. Developing as a Professional Educator

**3.4.2** Student growth results shall be included solely as part of a teacher's formative planning for evaluation.

**3.4.2.1** Student achievement shall be based on mutually agreed upon growth models that contain multiple measures and are currently used in the teacher's classroom. **Up to two (2) growth models shall be selected by the evaluator and up to two growth models shall be selected by the teacher. At least one growth model shall be selected.** The following is the list of possible measures currently agreed upon:

- Teacher-designed assessment
- Evidence of student growth collected by teacher
- Student portfolios
- End of unit assessments
- Interim benchmark tests
- Narratives
- District fall to spring test scores
- Student artifacts
- Teacher set objectives/goals

**3.4.2.2** The pre-observation conference referenced in section 3.3.2 will be used to identify the data sources and the strategies used to drive instruction.

**3.4.2.3** As other valid assessments are developed, the District and STA will negotiate adding them to the list of approved data sources.

**3.4.2.4** **STA members in non-instructional assignments will not be subject to this section.**

**3.4.2.5** An Evaluation Advisory Mediation Committee shall be established. The purpose of the committee is to reduce conflict regarding evaluations. Each party shall appoint two (2) members to serve upon the committee. This Committee is an advisory body, which has the ability to make confidential recommendations to its appointing entity. The Committee is not intended to replace or replicate the work of the PAR Panel. The Committee's primary roles will be to review conflicts and make recommendations.

**3.4.2.6** The District will provide annual training for administrators on evaluation techniques and applications.

# Checking for Understanding

Short Answer

What is the minimum number of  
growth models that can be selected?

One (1)

---

# 3.5 Observations

—

**3.5.1 Two (2) formal observations at least thirty (30) minutes in length** shall be scheduled during the evaluation period for all certificated personnel. **The time and date of the first observation shall be announced to the teacher at least two (2) working days in advance of the observation.** The teacher has the right to initiate the time and date of this first announced observation. Additional classroom observations, with or without notice, may be conducted at the discretion of the evaluator or at the request of the teacher. When any observations are reduced to writing, the **teacher shall receive a copy of the Observation/Conference Checklist and the Evaluator's Notes of Observation; a conference shall follow, and the teacher shall have the right to attach a written response.**

**3.5.2 For unannounced observations,** the evaluation criteria shall be the same as indicated by the teacher and evaluator for the announced observation. **The same Post-Observation Conference Form as for the announced observation shall be completed.**

**3.5.3 The format, location, and timing of development of the teachers written evidence of planning is the professional prerogative of the teacher,** except as provided in this Article. Access to the written evidence of planning shall be at the discretion of the teacher, except as provided in this Article. **If the evaluator finds that evidence of planning is unsatisfactory, and so indicates on the Observation/Conference Checklist form, then the evaluator can request that written evidence for planning (with the format to be determined by the teacher) be reviewed by the evaluator with the teacher during the teacher's regular working day on a weekly basis.** Such review shall be terminated when the subsequent observation indicates that planning is now satisfactorily in evidence, or by mutual agreement of the evaluator and the teacher, whichever occurs first.

# Checking for Understanding

Short Answer

What is the minimum length of time for an observation?

30 Minutes

---

# Checking for Understanding

Short Answer

If the evaluator finds that evidence of planning is unsatisfactory, and so indicates on the Observation/Conference Checklist form, how often can they request written evidence for planning?

Weekly

---

# 3.6 Final Evaluation



**3.6.1** The Final Evaluation form shall be completed based on the completed observations (**at least two**). The Final Evaluation shall be presented to the teacher and **the teacher shall sign the evaluation, indicating that he/she received the Final Evaluation.**

**The teacher's signature on the Final Evaluation form shall not be construed as agreement to the Final Evaluation score.** The teacher shall be provided a copy of the written evaluation and all other documentation upon which the evaluation is based. The teacher shall have the right to initiate a written response to the evaluation. Such response shall become a permanent attachment to the evaluation for placement within the teacher's personnel file. **The teacher shall have three (3) working days to attach the response**

**NOT CURRENTLY**

**3.6.2** Permanent Teachers' Participation in PAR If a permanent teacher's final evaluation contains

**ACTIVE**

that will assist the teacher in correcting the unsatisfactory performance.

# Checking for Understanding

Short Answer

How many days after receiving their final evaluation does a teacher have to submit a written response?

3 Days

---

# 3.7 Right To Second Evaluation



**3.7.1** If any permanent teacher receives an unsatisfactory final evaluation, the teacher shall have the absolute right to request, in writing, **one (1) additional observation, conference and written evaluation**. Such second observation, conference, and written evaluation shall be conducted by a different evaluator who is at a level comparable to or above the level of the first evaluator. Such **second evaluator shall be selected by the Assistant Superintendent of Educational Services**. Such second evaluation will also be included in the personnel file.

**3.7.2** The request must be made by the teacher **within five (5) working days after receipt of the final evaluation**. The request shall be made **to the Assistant Superintendent for Educational Services**, who shall appoint a second evaluator within **five (5) working days from receipt of the request by the teacher**. The second evaluator must complete an observation, conference, and written evaluation **at least five (5) working days prior to the teacher's last working day**. The request for a second evaluation shall be made on the appropriate form (see Appendix E).

# Checking for Understanding

Short Answer

When requesting a second evaluation, to whom should the teacher send the request?

Assistant Superintendent for  
Educational Services

---

## 3.8 Teacher's Access to Documentation

---

**3.8.1** During an observation, the evaluator shall make contemporaneous notes on the form Evaluator's Notes of Observation attached as Appendix E. **A completed copy of the Evaluator's Notes of Observation shall be provided to the teacher being evaluated within three (3) working days.** The evaluator has the option to re-write the notes of observation but retain all notes' versions or copies which shall also be provided to the teacher upon request. Copies of any other documentation on which the evaluation is based will also be provided to the teacher. **The teacher shall have the right to initiate a written response to any written observation. Such response shall become a permanent attachment to the written observation.**

# Checking for Understanding

True or False

An evaluated teacher does NOT have the right to submit a written response to any written observation.

False

---

## 3.9 Planning



**3.9.1** It is the professional responsibility of each teacher to make appropriate lesson and unit plans for instruction of students. The **administrator and/or the evaluator may review lesson or unit plans** during the following instances:

a) Up to **four (4) times per year during the year when a teacher is being evaluated;**

b) When evidence of planning is a concern to the administrator during **the non-evaluation year**, and the administrator concludes, in writing, **based on two (2) classroom observations of at least twenty (20) minutes each, that evidence of planning is lacking;**

c) During the implementation year of **District-wide curricular changes**, to assist the teacher to adhere to curriculum standards, the **administrator may review a unit plan up to two (2) times.**

It is the professional responsibility of the administrator to review and provide specific written or oral feedback to the teacher on lesson or unit plans. The teacher and the evaluator shall review and discuss lesson or unit plans at the pre-observation conference.

**A detailed plan suitable for the use of a substitute teacher shall be kept on file in the school office** or in a specific place in the classroom accessible to the site administrator and the substitute.

# Checking for Understanding

Short Answer

How many lesson plans must a teacher have on file in the front office for a substitute.

One (1)

---

# Membership STA-CTA-NEA



7720 Lorraine Avenue Suite 107 Stockton, CA 95210  
Telephone: 209-478-5074 Telefax: 209-478-5098

To: All STA-CTA-NEA Members  
Fr: Dr. Christopher Anderson  
RE: Dues Structures for 2025-2026

June 2025

Please be informed that effective July 31, 2025, the changes in the amounts of dues/fees to be deducted for the STA/CTA for the 2025-2026 school year will be as follows. *Dues/fees will be deducted on a 11-month schedule commencing with the July 2025 paycheck and ending with the May 2026 paycheck.*

\*Note: CTA dues includes a \$20 Voluntary Dues Contribution to support CTA advocacy and the CTA Foundation for Teaching and Learning. Members not wishing to contribute may request a refund from CTA.

#### Category 1

For those faculty whose teaching assignment is More than 60% of a normal assignment, except for faculty employed as preschool, Head Start, PACE, child care, adult education, and substitute teachers whose salaries are less than the minimum teacher salary for the district in which they are employed.

NEA \$219  
CTA \$858  
STA \$225.91  
\$1302.91 (\$118.45/mo)

#### Category 2B

For those faculty whose teaching assignment is Greater than 50% but not more than 60% of a normal assignment, or faculty employed as preschool, Head Start, PACE, child care, and adult education teachers whose salary in the district in which they are employed is less than the minimum salary paid regular teachers in such district.

NEA \$219  
CTA \$439  
STA \$101.21  
\$759.21 (\$69.02/mo)

#### Category 2A

For those faculty whose teaching assignment is Greater than 1/3 but not more than 50% of a normal assignment.

NEA \$121  
CTA \$499  
STA \$161.21  
\$661.21 (\$60.11/mo)

#### Category 3B

For those faculty or substitutes whose teaching assignment is 1/3 or less of a normal assignment.

NEA \$121  
CTA \$229.50  
STA \$101.21  
\$451.71 (\$41.06/mo)

#### Category 3A

For those faculty who are on unpaid leave.

NEA \$72.25  
CTA \$229.50  
STA \$101.21  
\$402.96 (\$36.63/mo)

#### Category 4

For those educators employed only on an hourly basis.

NEA \$72.25  
CTA \$109.80  
STA \$49.18  
\$224.24 (\$20.39/mo)



**Stockton Teachers Association**  
**2291 W. March Lane Ste. A-200**  
**P: 209-478-5074**

## Scan for Membership



[cta.org/Join](https://cta.org/Join)

Questions?

