

- a. Every student present in every class that the evaluatee teaches shall be requested to submit written evaluations and comments utilizing the student appraisal form, either in paper or online format.
- b. The rules of administration of student appraisals in Article 14 shall be used for student appraisals under this article, including the provisions for student appraisals for non-instructional faculty. See Article 14, section E. 1.

3. Evaluatee's Goals and Reports

- a. Professional Growth Report--The evaluatee shall submit a written report chronicling professional development and growth activities since the last evaluation. This report can substitute, in an evaluation year, for the annual professional growth report (complying with article 5.B.6) This report covers the years between evaluations. The report should include course work, publications, conferences, workshops, curriculum and instruction development, and any non-traditional professional growth activities engaged in. A sample professional growth report is attached as an exhibit.
- b. College-related Activities Report--The evaluatee shall submit a written report covering the years between evaluations, with supporting attachments as appropriate. The report should include all college-related committees, recruitment, retention, education liaison, special activities, and presentations that are related to the advancement of Hartnell College. A sample college-related activities report is attached as an exhibit.
- c. Professional Goals Report—The evaluatee will identify one to three goals related to teaching, other academic matters, or student success, and will identify strategies and timelines for achieving those goals.
- d. Self-Appraisal Report--The evaluatee's written report shall include:
 - (1) a copy of course materials, including syllabi, course outlines, sample quizzes and tests, course websites, and any other instructional materials developed and used by the evaluatee that reflect changes, growth, or pedagogical experiments
 - (2) A written statement of the evaluatee's effectiveness in the classroom and/or counseling, librarian, or instructional specialist activities and in the profession, including an assessment of performance of core duties, professional competence, and professional conduct.
 - (3) Assessment of progress toward the Professional Goals as identified in the Professional Goals Report from the last evaluation period, as described in (c) above.

4. Evaluation Summary

The direct supervisor shall be responsible for preparing the evaluation summary.

Prior to the post-evaluation conference, the administrator and the peer evaluator shall meet to determine if they agree on a rating and on the evaluatee's general strengths and areas needing improvement. In the event there is disagreement, the administrator and the peer evaluator will discuss all of the evaluation materials and their differences so as to decide how and what to tell the evaluatee. Barring egregious circumstances, no rating of "unsatisfactory" shall be given without the agreement of both evaluators.

The evaluation summary shall address the evaluation criteria found in article 13.C, and assess all components of the evaluation. When the team is examining the development and assessment of course and program-level SLOs, it will not use student performance as a substitute for teacher performance. The evaluation shall rate the faculty member "satisfactory," "needs improvement," or "unsatisfactory," and shall give a full and specific explanation of any "unsatisfactory" rating. For faculty rated "needs improvement" or "unsatisfactory," suggestions for improvement must be listed in this document, and a remediation plan must be developed in accordance with section G, below.

F. PROCEDURES, TIMELINES, CONFERENCES

1. Tenured faculty members will be evaluated every third year of employment in tenured status.
 - a. Notification: The District will notify, in writing, any instructor who is to be evaluated during the upcoming academic year. This notice shall be given, in writing, prior to September 30 of the evaluation year.
 - b. Peer selection: The evaluatee shall select a tenured faculty member, normally from the same or a closely related discipline, to perform the peer evaluation, and shall advise his or her supervisor of this selection by October 1 of the evaluation year.
2. Pre-evaluation conference: The direct supervisor will convene a pre-evaluation conference for the instructor, the peer evaluator, and the supervisor prior to the evaluation process beginning.
 - a. This conference shall be held by October 15 of the evaluation year.
 - b. The purpose of the conference will be to discuss the standards and procedures upon which the evaluation will be based, to coordinate the peer evaluation and worksite observations, and the timelines for the completion and submission of all reports and other documents.
 - c. At the pre-evaluation conference, the evaluation team will review these procedures and all forms that will be used. A copy of these procedures and forms shall be provided to the evaluatee.

3. The specific evaluation timetable for any particular faculty member shall be determined by the direct supervisor and the faculty member, including a timeline for when the faculty member will turn in required and permissive reports. All deadlines chosen must give team members sufficient time to respond and consider preceding components of the evaluation.
 - a. Where the worksite observations are to be conducted in the fall, team members will use these guidelines:
 - (1) evaluatee goals and reports –submit by November 1
 - (2) worksite observations – conducted by November 15
 - (3) evaluation summary and post-evaluation conference – by December 15
 - b. Where the worksite observations are to be conducted in the spring, team members will use these guidelines:
 - (1) evaluatee goals and reports –submit by March 1
 - (2) worksite observations – conducted by March 15
 - (3) evaluation summary and post-evaluation conference – by April 15

4. Evaluation Team Conference:

To prepare for the post-evaluation conference for the evaluation team to meet to review all of the material submitted for the evaluation by the evaluatee, the student appraisals, and their work site observations. See E.4 above.

5. Post-evaluation conference:

- a. The supervisor shall call a post-evaluation conference for the evaluation team to discuss all components of the evaluation, including the evaluation summary. The evaluation summary report can be discussed and amended.
 - b. The evaluatee shall have ten days, except non-teaching days within the academic year, to submit written comments regarding the evaluation or remediation. Any such written comments shall be attached to the evaluation report and retained in the employee's personnel file.
6. If any of the September or October deadlines are not strictly met by the parties, the evaluation may nevertheless take place, but all deadlines must be extended accordingly so as to give all parties sufficient time to complete the process.
 7. No evaluation shall extend beyond the academic year in which it was started without the mutual written consent of the evaluatee and the direct supervisor.

8. Summary of Team Members' Responsibilities

obtain copies of any material placed in the file as a result of the evaluation procedure. Upon written permission of the faculty member, an Association representative may review the teacher's file, or accompany the teacher in his/her review of the file.

2. All evaluation materials become part of the evaluatee's personnel file. The evaluatee shall have ten (10) days, except non-teaching days within the academic year, to submit written comments regarding the evaluation. Any such comments shall be attached to the report and retained in the employee's personnel file.
3. "Day" as used herein means any day that the District administrative office is open.