

Evaluation Guidebook
for
Tenured Learning Disabilities
Specialists

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This packet contains all of the policy and procedure language from Appendix X to the UF/CCCCD Contract related to the evaluation of Tenured Learning Disabilities Specialists. Tenured classroom faculty, librarians, counselors, faculty who teach on-line, part-time and probationary (tenure track) faculty should consult different guidebooks (available on-line, from the UF website or from any Division Dean's office). The forms included in this book are samples only. Please use the forms available in your Division Office. If you have questions about the evaluation process or about the forms, please contact the United Faculty or your Division Dean.

X5.3.1 CONTRA COSTA COMMUNITY COLLEGE DISTRICT IMPLEMENTATION OF FACULTY EVALUATION GUIDELINES

These revised faculty Evaluation Guidelines replace the faculty Evaluation Guidelines approved by the Governing Board on April 27, 1994 and shall be implemented beginning Fall 2010.

All faculty evaluations conducted after implementation of this agreement shall use the new forms and procedures, but no evaluation timelines will be altered nor any faculty member reevaluated as a result of this agreement.

X5.3.2 CONTRA COSTA COMMUNITY COLLEGE DISTRICT FACULTY EVALUATION GUIDELINES

Guidelines for faculty evaluation were developed by United Faculty, academic senate, and management representatives. The goals of evaluation are to promote professionalism and enhance performance among the faculty of the District and to allow assessment of performance based on clear and relevant criteria. The college president is responsible for the implementation of the evaluation process.

X5.3.3 COMPOSITION, FORMATION AND RESPONSIBILITIES OF THE PEER REVIEW COMMITTEE

X5.3.3.1 The peer review process shall be conducted in adherence to the applicable Education Code (87663d).

X5.3.3.2 The Peer Review Committee (PRC) is charged with the responsibility of conducting the evaluation and shall be composed of two members; one regular faculty member or educational manager chosen by the evaluatee; and one regular faculty member chosen by the department/sub-area or in the case of a one person department/subarea, one regular faculty member chosen by the division/area of which the evaluatee is a member or in the case of a two person department/subarea, one regular faculty member chosen by department/subarea or by the division/area of which the instructor is a member, if requested by the evaluatee. If the evaluatee declines to appoint a peer, the peer will be appointed by the academic senate president.

X5.3.3.3 An evaluator may serve on a PRC if s/he has participated in an orientation to evaluation within the last three years.

X5.3.3.4 Responsibilities of Members of the PRC:

- X5.3.3.4.1 The PRC shall elect its own chair whose responsibilities include the following:
- A) convening the PRC conferences at least two times each semester at mutually agreeable times: a pre-evaluation conference a post-evaluation conference after all evaluations have been completed;
 - B) coordinating student evaluations, classroom observations, and observations of counselors, librarians, learning disabilities specialists, and physical disabilities specialists;
 - C) adhering to the specified timetable for the evaluation process;
 - D) communicating evaluation results to the evaluatee;
 - E) completing the summary checklist and summary report;
 - F) ensuring that all evaluation materials have been placed in the portfolio of the evaluatee; and
 - G) ensuring that the committee determines whether other duties related to the evaluatee's teaching load ought to be addressed/evaluated.
- X5.3.3.4.2 If a member of the PRC must resign from the committee, he/she shall notify the chair in writing. A new member shall be designated using the method indicated in X5.3.3.2. The new member must have participated in the orientation to evaluation: additional orientations will be given, as needed.

X5.3.4 **WORKPLACE OBSERVATION PROCEDURES FOR LEARNING DISABILITIES SPECIALISTS**

- X5.3.4.1 Evaluation shall be conducted by the evaluator(s) in accordance with the timetables.
- X5.3.4.2 Observations shall be scheduled at least one week in advance with the mutual agreement of the faculty member to be evaluated.
- X5.3.4.3 In the pre-evaluation conference, the evaluator(s) shall obtain materials used in the course of job performance, such as individual educational plans.
- X5.3.4.4 The evaluator/observer shall observe counselors working with clients for at least one hour. The observations of the learning disabilities specialist shall take place when the specialist conducts the individual education plan conference and the exit interview.
- X5.3.4.5 The documentation used for workplace observation shall include narrative comments. (See Workplace Observation Form for LDS).

- X5.3.4.6 Within two weeks of the workplace observation, each evaluator shall complete the observation form and meet with the evaluatee to discuss the observation.

X5.3.5 **STUDENT EVALUATION PROCEDURE FOR LEARNING DISABILITIES SPECIALISTS**

- X5.3.5.1 Student evaluation forms shall be administered by a tenured learning disabilities specialist. Students who have completed the intake process or developed/renewed an individualized educational plan (IEP) with the faculty member by the eighth week of school will complete a student evaluation form. The student shall submit the form in a sealed envelope for collection by the chair of the evaluation committee. The chair will deliver the forms to the appropriate manager or designee.
- X5.3.5.2 The manager shall ensure that the student evaluations are confidentially scored and transcribed. A summary sheet of the objective data shall be prepared for each class in which student evaluations are administered. Written comments shall be transcribed for all faculty. The evaluation committee shall review the summary data sheet and the written comments. The chair shall summarize the written comments and the objective data in the summary report. The summary data sheet and transcriptions of written comments shall be attached to the summary report.
- X5.3.5.3 The original student evaluation forms shall be confidentially maintained. In the case of a tenured faculty member, the evaluations will be stored until the next evaluation cycle.
- X5.3.5.4 The form used for student evaluations shall be the Student Evaluation Form for LDS.

X5.3.6 **RIGHTS AND RESPONSIBILITIES OF EVALUATEES**

X5.3.6.1 Rights

- X5.3.6.1.1. The evaluatee is entitled to be informed of the procedures of the evaluation process, including the appeal process.
- X5.3.6.1.2 The evaluatee has the right to be assessed only on those criteria related to the performance of the evaluatee's job.
- X5.3.6.1.3 The evaluatee shall have the right to have any job performance deemed to "needs improvement" specifically communicated to her/him in writing and based on the job-related criteria.
- X5.3.6.1.4 The evaluatee has the right to expect members of the PRC to adhere to guidelines stipulated in this article and to expect that they will strive to maintain objectivity and ensure that the evaluation process is in agreement with principles of academic freedom.
- X5.3.6.1.5 the evaluatee has the right to a confidential process.

X5.3.6.2 Responsibilities

- X5.3.6.2.1 The evaluatee is required to attend scheduled meetings with the PRC.
- X5.3.6.2.2 The evaluatee is required to cooperate with the PRC in creating and implementing an improvement plan if the evaluation is deemed “needs improvement.”
- X5.3.6.2.3 The evaluatee is required to attend the orientation to evaluation unless s/he has attended an orientation in the previous three years.

X5.3.7 **GUIDELINES FOR EVALUATORS**

- X5.3.7.1 Evaluators shall read all materials and follow guidelines and timetables.
- X5.3.7.2 Evaluators shall be objective. Judgments shall not be based on hearsay or unsubstantiated information.
- X5.3.7.3 Evaluators shall be constructive in their criticism, pointing out evaluation results and if necessary recommending a plan for improvement within a reasonable time frame.
- X5.3.7.4 Evaluators shall evaluate the faculty member’s professional characteristics and ability to teach, counsel and perform librarian or learning disability functions based on job-related criteria. Evaluators shall not base the evaluation on personal characteristics, such as religious beliefs, sexual orientation and political affiliation.
- X5.3.7.5 Evaluators shall recognize that the faculty member being evaluated may have a different, yet effective, philosophy of education and teaching style.
- X5.3.7.6 Evaluators who believe they cannot objectively and fairly evaluate the faculty member shall disqualify themselves from participating in the evaluation.
- X5.3.7.7 Evaluators shall respect the confidentiality of the process.
- X5.3.7.8 Evaluators shall understand that non-classroom obligations are to be equitably distributed among all faculty members and that no individual is to be evaluated negatively either for failing to take on or for accepting more than a disproportionately large share of meetings and committees.
- X5.3.7.9 Evaluators shall treat the faculty member being evaluated with fairness, civility and respect.
- X5.3.7.10 Evaluators shall create a portfolio as follows:
 - X5.3.7.10.1 This portfolio will serve as the basis for all evaluation, improvement of instruction and/or tenure decisions.
 - X5.3.7.10.2 The portfolio shall be confidential and shall be available only to the faculty member, the Due Process Panel or Appeals Committee, members of the evaluation committee, the

appropriate dean, the college president, and the chancellor. The portfolio will be included in the official personnel file.

X5.3.7.10.3 The portfolio will contain, at the minimum:

- a. student evaluation transcriptions, including percentages and typed comments;
- b. completed classroom observation forms (including the classroom observation plan form);
- c. completed self evaluation report;
- d. improvement plan, if needed;
- e. summary report form;
- f. other documentation mutually agreed upon by the evaluation committee and the faculty;
- g. job announcement for probationary faculty members;
- h. criteria-related material from the personnel file; and
- i. criteria-related input from the department chair and/or dean (if submitted).

X5.3.7.11 If an administrator chairs the PRC and a faculty member writes the Summary Report, the faculty member shall receive the same stipend as if he/she were the PRC chair.

X5.3.7.12 If a member of the PRC must resign from the Committee, he/she shall notify the chair in writing. A new member shall be designated using the method indicated in X5.3.3.2. The new member must have participated in the orientation to evaluation; additional orientations will be given as needed.

X5.3.8 PROGRESS REPORT

X5.3.8.1 For every full-time faculty member who receives an improvement plan, the Vice President or designee, in consultation with the evaluatee's Department Chair, shall monitor progress and submit a Progress Report to the College President at the appropriate time using the Improvement Plan Progress Report Form.

X5.3.8.2 For tenured full-time faculty, this report should be completed at the conclusion of the Improvement Plan or the following corresponding semester (fall-fall or spring-spring), whichever comes soonest.

X5.3.8.3 For any probationary faculty member who receives an improvement plan in their first, second or third regular semester evaluation, a Progress Report should be submitted before February 1 of the faculty member's fourth semester on tenure track. (This timeline assumes that faculty hired in the spring are evaluated in their first fall semester as their first regular semester evaluation on tenure track.) For any probationary faculty member who receives an improvement plan after the third

semester, a Progress Report should be submitted before February 1 of the faculty member's eighth semester on tenure track.

- X5.3.8.4 No Progress Report shall be written for any faculty member who has not received an Improvement Plan.
- X5.3.8.5 A Progress Report shall be submitted to the college president no later than February 1 of the year in which it is written. A copy will also be sent to the evaluatee and the evaluatee's department chair prior to February 1.
- X5.3.8.6 The evaluatee shall have until February 10 of the year in which a Progress Report is received to write a response of any length to be attached to the report.
- X5.3.8.7 The content of Progress Reports shall not be grievable, but all grievance and appeal processes that apply to evaluations will also apply to progress reports.
- X5.3.8.8 The Progress Report shall be stored in the evaluatee's personnel file as part of the same evaluation that included the Improvement Plan.
- X5.3.8.9 The Progress Report shall include a summary of previous evaluations, a summary of concerns articulated in the Improvement Plan, a summary of progress made in responding to areas of concern, and a summary of how the evaluatee has met professional responsibilities.
- X5.3.8.10 For probationary faculty, the Progress Report is intended to help inform the President's decisions related to tenure and the probationary process, but the Progress Report shall not include a specific recommendation with regards to continuing in probationary status or with regards to tenure.

X5.3.8.2 Summary Report

The member selected by the TRC shall complete the TRC's portion of the summary report on the results of the evaluation.

Categories of evaluation ratings are as follows:

- A) Consistently High Ratings
- B) Satisfactory
- C) Needs Improvement
- D) Unsatisfactory Performance

Summary scores ("Consistently High Ratings"; "Satisfactory Performance"; "Needs Improvement"; "Unsatisfactory Performance") are determined by the evaluator or evaluation committee and are based on the evaluator or committee's overall assessment of classroom and student evaluation scores and comments. There is no specific score average that must be used in determining summary scores.

Where an evaluation committee has reached consensus (or in the case of a single evaluator, where the evaluator has decided) on a summary score, that score is considered evaluation content and is therefore not subject to review or appeal (unless there is an allegation of bias or procedural violations). See Section X4.3.13.2.1.2

X5.3.9 TIMETABLE AND ACTIVITIES

- X5.3.9.1 Each regular faculty member shall be evaluated every sixth semester. In the event that a faculty member is on leave or serving full-time in an administrative capacity during his/her regularly scheduled evaluation semester, the evaluatee shall be evaluated during the first year that the evaluatee returns to duties as an instructor, counselor, librarian, or learning disabilities specialist
- X5.3.9.2 A probationary faculty member who achieves tenure shall be evaluated as a regular faculty member in the third year after being granted tenure. While it is important to adhere to the timetable, there is some flexibility in the timetable as long as the evaluation is completed, including a post-evaluation meeting and the submission of the Summary Report, by the end of the semester in which it has begun. Failure to follow the exact timetable during the semester of evaluation shall not be grievable, but may be referenced in an appeal per section X5.3.13.2.1.2 if the timetable variation materially impacted the evaluation.
- X5.3.9.3 For a faculty member teaching in an "AC" contract assignment outside her/his "A" contract discipline(s), the "AC" department/subarea shall have the option to evaluate that faculty member independent of the faculty member's regular evaluation and not more often than specified in the part-time evaluation policy.
- X5.3.9.4 The following schedule shall serve as a guide in completing the evaluation process:
- X5.3.9.4.1 August-September/January-February
- Peer Evaluators are Selected. Orientation to evaluation for PRC and tenured faculty to be evaluated is conducted.
- X5.3.9.4.2 September/February
- Peer Review Committee (PRC) will conduct a pre-evaluation conference to obtain materials and information from the evaluatee, to discuss evaluation criteria, and to develop a schedule for observations, student evaluations, and meetings. Timetables for workplace observations and administration of student evaluations shall be adjusted to accommodate classes that are less than a semester in length. Such adjustments shall be made with mutual agreement of the evaluatee and the chair of the evaluation committee.
- In evaluations thereafter, the PRC may review the previous evaluation to ensure continuity of the process.
- X5.3.9.4.3 September-November/February-April
- X5.3.9.4.3.1 Classroom observations for teaching faculty and workplace observations of librarians, counselors, learning disabilities specialists, and physical disabilities specialists by PRC members occur.
- X5.3.9.4.3.2 Within two weeks after the observations, PRC members will complete the observation form(s) and conduct follow-up conference(s) with evaluatee to review the observation(s).

X5.3.9.4.3.3 Student evaluations are conducted.

X5.3.9.4.3.4 If requested by the evaluatee, the evaluator shall make a second workplace observation and complete an observation form on that second observation before the end of the ninth week. If the evaluatee desires, a third peer may be chosen by the Committee to enter the process at this point. The third peer's observation and observation form must be completed before the end of the eleventh week of the semester. Information from all observations shall be included in the summary report.

X5.3.9.4.4 November/April

X5.3.9.4.4.1 Evaluatee completes self evaluation and submits to PRC chair.

X5.3.9.4.4.2 Post-evaluation conferences

The PRC holds a post-evaluation conference to discuss all aspects of the evaluation and to assemble materials for the evaluation portfolio.

X3.9.4.4.3 The PRC chair in conjunction with the PRC members completes the summary report, and, if necessary, discusses the development of an improvement plan.

X5.3.9.4.4.4 The PRC holds a post-evaluation conference with the evaluatee to discuss all aspects of the evaluation, including the summary report and the development an improvement plan, if necessary. The summary report shall be signed and placed in the evaluation portfolio, which shall be finalized.

X5.3.9.4.4.5 The evaluation portfolio shall be forwarded to the appropriate dean of instruction/dean of student services/area dean for sign off to acknowledge receipt and placement in the personnel file of the evaluatee.

X5.3.10 **IMPROVEMENT PLAN**

X5.3.10.1 If the PRC determines that the faculty performance "needs improvement," a specific plan for performance improvement shall be developed by the PRC in consultation with the evaluatee using the Improvement Plan Form.

X5.3.10.2 The improvement plan shall include specific criteria-related recommendations and timetables for action. Every criteria that needs strengthening shall be connected to a specific activity or activities for improvement. Activities shall be measurable, realistic, and attainable within the time frame. The improvement plan may identify available resources such as (but not limited to staff development, workshops, conferences or classroom/job environment observations. The improvement plan shall be included in the probationary faculty member's portfolio.

- X5.3.10.3 The committee and the evaluatee shall agree upon available resources such as staff development, workshops such as instructional skills, conferences, or other classroom/job environment observations.
- X5.3.10.4 The committee shall monitor and record on the Improvement Plan Form that the Evaluatee completes each element of the plan within the agreed-upon timeline.
- X5.3.10.5 The committee shall conduct another evaluation when the improvement plan has been completed.

Improvement Plan

Evaluation Period: _____	
Faculty Member: _____	Date: _____ From: _____ To: _____

Performance Criteria Needing Strengthening	Cite Contract Article/Number for Each Criteria	Activities for Improvement

Measureable Outcome and Date	Date Progress Report Submitted (for full-time faculty only)
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Signatures: Faculty member being evaluated: _____ Evaluation Committee Chair: _____ Dean: _____

Comments:

Signature indicates receipt but not necessarily agreement. A copy will be sent to the Evaluatee after being signed by all parties, and the original will be placed in the Evaluatee's personnel folder. Upon completion of the Improvement Plan, the Evaluation Committee Chair or designee will note the completion dates on this form and send a final copy to the Evaluatee. For probationary faculty only, the TRC chair will notify the UF of the intent to give an improvement plan prior to completion.

X5.3.11 MANAGEMENT PARTICIPATION IN THE EVALUATION OF TENURED FACULTY

If management believes substantial evidence exists that a faculty member is in violation of Education code 87732, management, with the consent of the college president, may conduct an evaluation of the faculty member. Before a management evaluation is initiated, management must notify the faculty member to be evaluated and United Faculty in writing that an evaluation is to occur. Once the notification has been given, management must give the faculty member twenty-four hour notice of any classroom observation that is to occur.

X5.3.12 ORIENTATION TO EVALUATION

The District and the United Faculty agree to work together to develop an on-line training tutorial for training faculty in evaluation procedures. Once this training is available, we agree to reconsider the timetable and requirements for training. Until such time as we have developed the tutorial, current training will be updated and proceed according to the guidelines established below.

- X5.3.12.1 Each probationary and tenured faculty member being evaluated and faculty who are evaluating probationary, tenured, part-time, and faculty emeritus employees shall participate in a faculty orientation program at the assigned college. This orientation shall take place no later than one month into the semester during which the faculty member is being evaluated.
- X5.3.12.2 The college president, the academic senate president, UF vice president, affirmative action officer or their designees shall be responsible for the planning and implementation of the orientation.
- X5.3.12.3 The orientation program shall include the purpose of evaluation activities, the procedures employed and the timetables required, information about the evaluation portfolio, how to conduct classroom observations and observations of counselors, librarians, and learning disabilities specialists.
- X5.3.12.4 The faculty member shall bring to the orientation the UF/CCCCD Agreement which contains the evaluation policies, procedures, and materials.
- X5.3.12.5 Every tenured faculty member must attend an orientation once every three years.

X5.3.13 DUE PROCESS PROCEDURE FOR PROBATIONARY AND REGULAR FACULTY

- X5.3.13.1 Available Procedures
 - X5.3.13.1.1 Appeals Process

The appeals process is designed to handle expeditiously a complaint of a faculty member being evaluated and/or a member of the TRC/PRC. This process can be used at any time during an evaluation period; however, complaints filed after a PRC summary report has been completed must be filed within ten days of receipt of the report by the faculty member being evaluated. The appeals process is not intended to replace the grievance procedure outlined in UF/CCCCD Agreement or Board Policy 2002, both of which the faculty member being evaluated is entitled to use.

X5.3.13.1.2 UF/CCCCD Grievance Procedure

A regular faculty member has the right to file a grievance using the UF/CCCCD procedure for violation of this article as it relates to regular faculty members.

X5.3.13.1.3 Board Policy 2002

The faculty member may use Board Policy 2002 to file allegations of unlawful bias on the basis of religion, disability, sexual orientation, gender, race, and ethnicity.

X5.3.13.2 Specifics of Appeals Process

X5.3.13.2.1 Limitations of the Appeals Process

X5.3.13.2.1.1 Allegations of bias

This procedure can be used only when alleging bias based on the following: age, religion, disability, sexual orientation, gender, race, ethnicity, philosophical beliefs, pedagogical differences, or discipline-related schools of thought. When alleging bias, the complainant must be able to provide evidence that the evaluator's bias prevents him/her from making an objective evaluation. Any allegation of bias that will result in an appeal of the content of the evaluation will not be allowed; however, the examination of the content of the evaluation may be used to substantiate alleged bias.

X5.3.13.2.1.2 Allegations of Procedural Violations

This procedure can be used to allege violations of the procedure outlined in this article.

X5.3.13.2.1.3 Allegations of an Inappropriate Improvement Plan

This procedure can be used to allege inappropriateness of remedial activities.

X5.3.13.2.2 Steps in the Appeals Process

X5.3.13.2.2.1 The complainant must formally file a complaint by completing an appeal form available in the president's office. S/he must provide evidence that supports the claim. The faculty member must submit the form to the chair of the Due Process Panel.

X5.3.13.2.2.2 Once the complaint is received, the chair must notify the members of the PRC (if the complaint is from the evaluatee), the evaluatee (if the complaint is from a member of the PRC), and the college president that a complaint has been filed.

X5.3.13.2.2.3 The chair may attempt to resolve the complaint informally. If the complaint is not resolved informally within five working days or the chairperson determines that an informal resolution is not possible, the panel shall proceed formally to investigate the complaint.

- X5.3.13.2.2.4 The panel shall review all supportive documentation provided by the complainant and interview members of the PRC as well as others who may attest to the validity of the complaint. PRC members shall be given an opportunity to respond to any allegations of bias against them. The evaluatee shall be given the opportunity to comment on this response and/or findings.
- X5.3.13.2.2.5 The panel shall make a tentative decision and confer with the president before a final decision is made. The panel shall render the findings in writing within fifteen (15) working days of receipt of a written complaint. The written report must summarize the evidence considered and the reasoning involved in the decision, noting minority opinion, if any.
- X5.3.13.2.2.6 The panel can render the complaint either to be groundless or to have merit. If the complaint is groundless, no remedial action shall be recommended. If it has merit, the panel can inform the president that one of the PRC member must be replaced, that the procedures and timetable require modification or, in extreme cases, that a new process be started no later than the beginning of the following semester. The president shall ensure that the panel's decision is implemented.
- X5.3.13.2.2.7 If a peer or manager chosen by the faculty member has to be replaced, the faculty member shall select the replacement; if chosen by the department/subarea, the department/subarea selects the replacement. If a peer or manager chosen by the faculty has to be replaced, the college president shall select the replacement.

X5.3.13.2.3 Composition of the Due Process Panel

The panel shall be appointed annually in September and shall consist of a UF representative, the academic senate president or designee, and a manager chosen by the president. A panel member cannot serve on an evaluation committee.

X5.3.13.2.4 Effective Date of the Allegation

The day that a decision is rendered will be the effective date of the allegation for purposes of Article 19.I4.1a.

X5.3.14 **PERFORMANCE CRITERIA FOR THE EVALUATION OF TENURED LEARNING DISABILITIES SPECIALISTS**

The District and United Faculty recognize that the professional responsibilities of counselors, librarians, learning disabilities specialists, and physical disabilities specialists are varied and complex and that individual counselors, librarians, learning disabilities specialists, or physical disabilities specialists may perform somewhat different functions in their work environments. However, the goal of the counselor, librarian, learning disabilities specialist, and physical disabilities specialist is to aid and support students as they learn and to support other faculty within their professional responsibility.

The following criteria will be used in the evaluation of tenured learning disabilities specialists:

X5.3.14.1	Demonstrate competence in performing routine procedures and other primary responsibilities.
X5.3.14.1.1	Adhere to the weekly schedule that meets the requirements of this contract.
X5.3.14.1.2	Display expertise in techniques (including the use of technology, where appropriate) designed to enhance learning.
X5.3.14.1.3	Diagnose and provide verification of learning disabilities and determine eligibility for services in accordance with state guidelines.
X5.3.14.1.4	Meet individually with students to discuss their assessment, diagnostic testing, learning style, and academic needs.
X5.3.14.1.5	Develop a prescriptive individual education plan for each student detailing appropriate support services.
X5.3.14.1.6	Teach students how to apply learning strategies particularly suited to their individual needs in order to determine goals.
X5.3.14.1.7	Help students gain greater independence in an academic environment.
X5.3.14.1.8	Provide in-service training to faculty to equalize students' chances of academic success.
X5.3.14.1.9	Work effectively with professionals in state and local agencies.
X5.3.14.2	Recognize the rights of students.
X5.3.14.2.1	Display skill in establishing rapport with diverse population of students.
X5.3.14.2.2	Be responsive to the needs and special circumstances of individual students.
X5.3.14.2.3	Recognize the right of students to have points of view different from the instructor's.
X5.3.14.2.4	Communicate diagnostic information to students in a manner which helps them maximize their strengths.
X5.3.14.2.5	Do not discriminate based on age, gender, disability, nationality, race, religion or sexual orientation.
X5.3.14.2.6	Treat students fairly and politely.
X5.3.14.2.7	Be attentive to student questions and comments, and be clear and precise in response.
X5.1.14.3	Participate in professional responsibilities.
X5.3.14.3.1	Attend required management called meetings.
X5.3.14.3.2	Serve on departmental/subarea/division/area, college, or district committee(s). (It is understood, however, that such obligations

are to be equitably distributed among all faculty members. An individual should not receive a negative evaluation either for failing to take on or for accepting a disproportionately large share of meetings or committees.)

X5.3.14.3.3 Participate in the evaluation process in a professional and timely manner.

X5.3.14.4 Participate in professional growth activities beginning the second year and thereafter. These may include the following:

X5.3.14.4.1 participating in activities designed to enhance professional performance: independent research, learning and developing strategies for more effectively serving students, advanced course work related to the discipline, creating and maintaining professional contacts, and occupational training;

X5.3.14.4.2 serving on college, district, and/or statewide committees; and

X5.3.14.4.3 participating in conferences and workshops, internships, classroom research, and community involvement related to professional area.

X5.3.14.4.4 participating in matriculation advising, peer or student mentoring, or peer evaluation.

<i>Workplace Observation Form for Learning Disabilities Specialists</i>												
Evaluatee _____	Time and Place of Observation _____				Date _____							
Evaluator _____	Number of Students Served _____											
<p>On a scale of 1 to 5, please indicate the extent to which the instructor meets the criteria listed below. Please include comments in the column on the right. Attach additional comments as necessary.</p>												
5 excellent	4 above average	3 average	2 below average	1 poor	NA not applicable							
						5	4	3	2	1	NA	Comments
1. Expertise: The specialist displayed expertise in techniques designed to enhance learning.												
2. Diagnostics: The specialist diagnosed and provided verification of learning disabilities and determined eligibility for services in accordance with state guidelines.												
3. Planning: The specialist developed a prescriptive individual education plan for each student detailing appropriate support services.												
4. Strategizing: The specialist taught students how to apply learning strategies particularly suited to their individual needs in order to determine goals.												
5. Rapport: The specialist displayed skill in establishing rapport with a diverse population of students.												
6. Communication: The specialist communicated diagnostic information in a manner that helped maximize student strengths.												
7. Attentiveness: The specialist was attentive to student questions and comments and was clear and precise in response.												
8. Respect: The specialist treated students respectfully and responded to their individual needs and special circumstances.												
9. Evaluation Process: The specialist participated in the evaluation process in a professional and timely manner.												

STUDENT EVALUATION FORM FOR LEARNING DISABILITIES SPECIALISTS

This student evaluation is part of our regular effort to maintain quality services and instruction. We take your answers seriously, and we hope you will also take them seriously. Please write comments to explain your scores. If you have questions about this form or the evaluation procedure, please ask.

Your answers are anonymous; all comments are typed before being shown to faculty. Completing this survey will in no way affect your course grade. Thank you for participating in this evaluation.

PART 1

Please mark the reason you came to see the learning disabilities specialist.

- ☐ Individual Education Plan (IEP) appointment (schedule planning)
- ☐ Problem with a class/instructor
- ☐ Problem with a support service
- ☐ Personal matter
- ☐ Other

How many times have you seen the specialist?

- ☐ One
- ☐ Two
- ☐ Three
- ☐ Four
- ☐ Five or more

STUDENT EVALUATION FORM FOR LEARNING DISABILITIES SPECIALISTS

Part 2

On a scale of 1 to 5, please evaluate the specialist:

5
Always/Excellent
 4
Often/Above Average
 3
Sometimes/Average
 2
Rarely/Below Average

1
Never/Poor
 NA
"Not Applicable" (I can't answer.)

The specialist	NA	5	4	3	2	1	Comments
1. provided me with the information I needed.							
2. explained the results of my testing.							
3. understood my academic and personal needs.							
4. helped me develop an individual education plan and encouraged me to seek other sources of support on campus.							
5. suggested strategies I could use to improve my learning.							
6. encouraged me to be active in my classes and at the College.							
7. made me feel comfortable and was sensitive to my disability.							
8. showed an interest in me personally.							
9. helped me to understand my strengths.							
10. treated me with respect.							
11. encouraged me to ask questions.							
12. answered my questions clearly.							

Summary Evaluation Form for Faculty

Evaluatee: [] []	Date of hire: [] []	Evaluation Sem/Year: [] []
Check Faculty Status: <input type="checkbox"/> Tenured Full-time Faculty <input type="checkbox"/> Probationary (Tenure Track) Faculty <input type="checkbox"/> Part-time Faculty <input type="checkbox"/> Check here if the Part-time Faculty Member currently has Staffing Preference (prior to this evaluation): Does this evaluation qualify evaluatee, if otherwise eligible, to earn or maintain Staffing Preference? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Summary of previous evaluation (available in Division Office), if applicable: [] []		
Summary of student evaluations—attach summary of scores and typed comment (provided by Division Office): [] []		
Summary of classroom/workplace observations—attach observation forms and comments: [] []		

Summary Evaluation Form for Faculty

<p>Summary of self-evaluation—attach self evaluation report:</p> <p> </p>	<p>Criteria-related input from dept. chair and/or dean:</p> <p> </p>	<p>Evaluatee comments—attach a separate sheet if necessary:</p> <p> </p>
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Summary Evaluation Form for Faculty

Level of Performance (Check one) – To be completed by Chair of Evaluation Committee

- ☐ Consistently High Ratings—Excellent overall performance.
- ☐ Satisfactory Performance—Acceptable overall performance.
- ☐ Needs Improvement—Low scores in some areas necessitate an improvement plan. Evaluatee will be evaluated again next semester (if still employed by CCCC).
- ☐ Unsatisfactory Performance—Unacceptable overall performance.

Signature of Evaluatee – (signature indicates receipt but not necessarily agreement) _____ Date _____

Signature of Evaluation Committee Members: (size of committee is determined by faculty status)

_____ Chair/Evaluator	_____ (signature)	_____ Date
_____ Committee Member	_____ (signature)	_____ Date
_____ Committee Member	_____ (signature)	_____ Date

This box only applies to probationary faculty.

Recommendation (To be completed by Chair of Evaluation Committee)

☐ Grant Tenure ☐ Continue in Probationary Status ☐ Termination of Service

Resolution (To be completed by college president)

☐ Grant Tenure ☐ Continue in Probationary Status ☐ Termination of Service

President:

_____ Date: _____

Chancellor:

_____ Date: _____

X5.3.18 SELF EVALUATION FOR LEARNING DISABILITIES SPECIALISTS

For your self-evaluation, you are asked to write a report discussing your LDS procedures and methodology, your handling of professional responsibilities, and your professional development.

- X5.3.18.1 This worksheet is meant to help you reflect on your experiences. You will turn in only your report. This worksheet will not be put in your personnel file.

Self Evaluation Worksheet: The statements and ratings below are to be used as a checklist; they are not meant to represent all of what you do, nor are they meant to represent required duties and responsibilities – part time faculty will mark “Not Applicable” more often than full time faculty. Use this worksheet as a guideline for your self-evaluation report in which you can include additional details and reflection. Each of us is on a continuing quest to improve our practice – this is your opportunity to reflect on that quest and articulate your goals and plans for the future. After completing this worksheet, you can determine which items you want to highlight in your self-evaluation report. The worksheet may also serve as a tool for engaging in dialog with your evaluator.

LDS Procedures and Methodology

	Often/ Always	Sometimes	Rarely/ Never	Not Sure/ Not Applicable
I diagnose learning disabilities and determine eligibility for services in accordance with state guidelines.				
I use appropriate and varied tools for evaluating and assessing student learning outcomes.				
I teach students how to apply learning strategies particularly suited to their individual needs in order to determine goals.				
I develop a prescriptive individual education plan for each student detailing appropriate support services.				
I help students gain greater independence in an academic environment.				
I help students identify priorities and meet their goals.				
I communicate ideas clearly, concisely, and effectively.				
I conduct myself in such a way as to establish a rapport with students.				
I am attentive to student questions and concerns.				
I work effectively with professionals in state and local agencies.				
I adhere to a weekly schedule that meets contractual requirements.				
I use my time efficiently.				
I am sensitive to the needs of students with diverse backgrounds and experience.				
I use antiracist practices (by seeking to acknowledge my own biases and privilege, by amplifying minoritized voices, by creating a community of belonging and inclusivity developing community partnerships, etc.).				

Professional Responsibilities

	Often/ Always	Sometimes	Rarely/ Never	Not Sure/ NA
I submit required reports/documents in a timely manner.				
I respond to communication from colleagues (including faculty, classified staff and management) in a timely and professional manner.				
I attend and participate in division, department, and other required meetings.				
I participate in department committees/tasks (i.e. Program Review).				
I serve on college committees and/or task forces.				
I serve on peer evaluation and/or hiring committees.				
I mentor colleagues and share successful strategies.				
I provide student mentoring regarding matriculation, tutoring, or student services when appropriate.				
I assist in outreach by promoting my college and by recruiting students and/or faculty and staff.				

Professional Development

	Often/ Always	Sometimes	Rarely/Never	Not Sure/ NA
I serve on District and/or statewide committees.				
I participate in activities designed to enhance professional performance and scholarship (i.e. research, advanced coursework, recording, publishing).				
I keep current in my field (i.e. by reading journals, attending exhibits, performances, conferences).				
I maintain professional contacts (i.e. through listservs, blogs, conferences).				
I present at conferences or professional meetings.				
I participate in community organizations.				
I seek out training in my field (i.e. by taking classes, working with a mentor)				
I am a member of a professional organization.				
I seek out training and data related to Diversity, Equity, Inclusion and Accessibility.				

X5.3.18.2 **Self Evaluation Report:** Using the categories and your ratings on the self-evaluation worksheet, write about your past job performance and plans for professional growth and development. Your report should have four sections:

1. LDS Procedures and Methodology
2. Professional Responsibilities
3. Professional Development
4. Needs and Goals

Possible questions to consider include:

A) LDS Procedures and Methodology

- What new effective practices or pedagogical approaches have you used recently?
- How have you addressed issues of diversity, equity, inclusion, and accessibility in your work?
- How do you plan to continue developing your activities and approaches in the future?
- How might you be willing to share successful strategies with colleagues?

B) Professional Responsibilities

- In what ways did you participate in campus/district/statewide/community activities? (may not be applicable for part-time and probationary faculty)
- What are your plans for participating in campus/district/statewide/community activities in the coming semesters? (may not be applicable for part-time faculty)

C) Professional Development

- What were your major professional challenges this semester?
- How do you plan on addressing these challenges in the future?
- What professional development activities do you anticipate pursuing in the near future?

D) Needs and Goals

- What support do you need from the college/department/division in order to accomplish your goals related to teaching and methodology, professional responsibilities and/or professional development?