

TEACHER EFFECTIVENESS TASK FORCE RECOMMENDATION AND CURRENT LAW & POLICY

Recommendation	Ed. Code	UTLA CBA	AALA CBA	Board Policy
Teacher Evaluation				
1. Teacher evaluations should include multiple measures or data points.	NC	PC ^I	NC	NC
2. Increase the number of rating categories (gradations) available.	NC	C	NC	NC
3. Evaluations should have real ramifications.	NC	C	NC	NC
4. Professional Development and Support must be tied to feedback from evaluation.	NC	NC	NC	NC
Administrator Evaluation				
1. Align the principal evaluation form and process to the current standards (California Professional Standards for Educational Leaders).	NC	NC	C	NC
2. Modify administrator evaluation process to include multiple components that demonstrate level of attainment of standards.	NC	NC	C	NC
3. Use additional rating levels to make the form and process more developmental and to acknowledge that there are different levels of performance.	NC	NC	C	NC
4. Develop a rubric to create common language and understanding of what each standard “looks like.”	NC	NC	C	NC
5. Implement evaluation process for Local District Administrators using a similar approach that incorporates feedback from all stakeholders (parents, students, administrators, teachers, etc).	NC	NC	C	NC
Differentiated Compensation				
1. Develop career pathways that promote effective teachers and effective teaching.	NC	PC ^{II}	NC	NC
2. Restructure professional development incentives in a way that advances effective teaching and benefits students.	NC	C	NC	NC
3. Create incentives and conditions that attract effective teachers to and retain effective teachers in high needs schools and/or positions.	NC	C	NC	NC
4. Explore the use of direct financial rewards for effective teaching if and only if it is done in concert with recommendations 1 thru 3.	PC ^{III}	C	NC	NC
Tenure				
1. The tenure decision should be a deliberate action, rather than a default result.	C	NC	NC	NC
2. Create a tenure decision window of at least 2 years and up to the initial 4 years of an employee’s probationary period.	C	NC	NC	NC
3. Move the tenure decision point from the current March 15 th deadline to the end of the school year.	C	NC	NC	NC
4. Streamline the dismissal process for tenured employees without abrogating due process provisions.	C	NC	NC	NC
5. Implement recurring re-examination of tenured teachers for progression along their respective career paths.	C	C	NC	NC
6. Use non-re-election data to inform recruitment and selection methods and decisions.	NC	NC	NC	NC
Support Mechanisms				
1. Develop and support teacher leaders.	NC	PC ^{IV}	NC	NC
2. Require intensive instructional support for every novice (probationary) teacher during the induction phase of their LAUSD teaching career aligned to evaluation.	NC	NC	NC	NC
3. Implement a seamless, common structure aligned to evaluation to support teachers once tenured.	NC	NC	NC	NC
4. Institute a comprehensive, coordinated, and accessible professional growth structure aligned to clear standards of practice (e.g., California Standards for the Teaching Profession) to support effective teaching.	NC	PC ^V	NC	NC
5. Strengthen voluntary and involuntary exit processes.	PC ^{VI}	NC	NC	NC
Legislative				
1. Develop a five-year Legislative Action Plan to fund California schools competitively.	NC	NC	NC	NC
2. The Commission on Professional Competence should be eliminated or amended.	C	NC	NC	NC
3. The probation period should be extended.	C	NC	NC	NC
4. Revise layoff criteria to include quality measures, and high needs schools and positions.	C ^{VII}	C	NC	NC
5. The permanent teacher hearing process in the case of layoffs should be amended.	C	NC	NC	NC
6. Amend the existing law to allow evidence of successful passage of the PRACIS or other deemed equivalent examination to substitute for the CSET.	C	NC	NC	NC

C = Requires changes

PC= Partially requiring changes, partially permitted

NC = No changes required

ⁱ The UTLA Collective Bargaining Agreement (CBA) does not preclude adding more components to the teacher evaluation process per se. Nonetheless, should the addition of such components have ‘effects’ on the terms or conditions of a teacher’s employment, then the changes to the evaluation system would become subject to negotiations or, at minimum, collaboration with UTLA.

ⁱⁱ Any systemic changes to teacher compensation would require the agreement of UTLA, but those pieces of the recommendation that do not directly pertain to compensation may be implemented without changes to the CBA.

ⁱⁱⁱ Permitted subject to being agreed upon by the teachers’ collective bargaining unit.

^{iv} Any systemic changes to teacher compensation would require the agreement of UTLA, but those pieces of the recommendation that do not directly pertain to compensation may be implemented without changes to the CBA.

^v Most elements of this recommendation are not subject to the CBA. However, any change to a teacher’s work year is subject to the CBA.

^{vi} PAR participation information for individual teachers is confidential.

^{vii} In a narrow set of cases, districts in collaboration with their teachers’ collective bargaining unit may agree to ‘skip’ certain employees who possess unique skills. Note, though, that generally skipping teachers in high needs schools and/or skipping highly effective teachers is not permitted under state law.