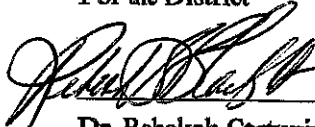


Tentative Agreement between the Coronado Unified School District and the Association of Coronado Teachers

May 30, 2014

Article 1

For the District

 Date 6-9-14

Dr. Rebekah Cartwright, Lead Negotiator

 Date 6/10/14
Dr. Keith Butler, Assistant Superintendent

For ACT

 Date June 9, 2014

Robin Nixon

Date _____

1.1.3 Term

This Agreement shall commence on July 1, 2014, and continue in effect until June 30, 2015. For the ~~2013-2014~~ 2014-2015 school year, each party shall have the right to reopen the articles of this Agreement covering health and welfare benefits, salary and unit member work year. Also, each party shall reopen the calendar and shall have the right to reopen up to three additional articles of the Agreement.

Tentative Agreement between Coronado Unified School District and the Association of Coronado Teachers
CUSD Response to ACT Proposal (May 30, 2014)
May 30, 2014

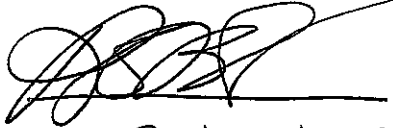
Article XII Release Time


12.7 Release Time

12.7.1 The Association President or designee shall be provided release time of a total of twenty (20) days for both individuals per school year at no loss of salary or other benefits.


12.7.2 Bargaining Team members shall be provided ten (10) release days for negotiations including preparation time at no loss of salary or other benefits.

For the District

 Date 5/30/14
Dr. Rebekah Cartwright, Lead Negotiator

 Date 5/30/14
Dr. Keith Butler, Asst. Superintendent

For ACT

 Date 5/30/2014

Robin Nixon
Negotiation Chair

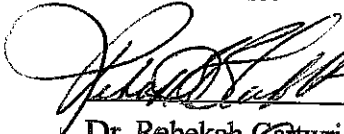
Tentative Agreement between the Coronado Unified School District and the Association of Coronado Teachers

June 4, 2014

Article XV

For the District

For ACT

 Date 6-9-14

Dr. Rebekah Cartwright, Lead Negotiator

 Date Jun 9, 2014

Robin Nixon

 Date 6/10/14
Dr. Keith Butler, Assistant Superintendent

Date _____

**ARTICLE XV
UNIT MEMBER HOURS AND ADJUNCT DUTIES**

15.1 Unit Member Work Year

15.1.1 For the ~~2013-2014~~ 2014-2015 school year, the unit member work year shall ~~revert to~~ be 185 days effective July 1, 2014 ~~3~~. The work year includes ~~175~~ 180 student days, ~~six (6)~~ one (1) Professional Development Days and four (4) Teacher Work Days. The work year of 185 work days represents 100% of the certificated salary schedule as presented in Appendix B.

Tentative Agreement between Coronado Unified School District and the Association of Coronado Teachers

CUSD Response to ACT Proposal (May 30, 2014)

May 30, 2014

Article XVII Leaves

17.3. Bereavement Leave

17.3.1 Every unit member is entitled to a leave of absence not to exceed three (3) days, or five (5) days if more than three hundred fifty (350) miles of travel are required (one way), on account of the death any member of the immediate family. Such days need not be taken in consecutive order, yet must be taken within the fiscal school year.

17.3.3 Bereavement leave shall be taken at the time of death of the member of the immediate family and is not deducted from sick leave not be deducted from sick leave.

For the District

Date 5/30/14

Dr. Rebekah Cartwright, Lead Negotiator

Date 5/30/14

Dr. Keith Butler, Asst. Superintendent

For ACT

Date 5/30/2014

Robin Nixon negotiation chair

Tentative Agreement between the Coronado Unified School District and the Association of Coronado Teachers

June 4, 2014

Article XIX

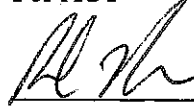
For the District

 Date 6-9-2014

Dr. Rebekah Cartwright, Lead Negotiator

 Date 6/10/14
Dr. Keith Butler, Assistant Superintendent

For ACT

 Date June 9, 2014

Robin Nixon

Date _____

**ARTICLE XIX
SALARY PROVISIONS**

19.1 Salary Schedule

19.1.1 The Salary Schedule for unit members is attached to this Agreement and is marked as Appendix B. The salary schedule is updated for the 2013-2014 school year. documented as "Effective 07/1/13" will be used for the 2014-2015 school year. The hourly rate remains \$30.00.

Tentative Agreement between the Coronado Unified School District and the Association of Coronado Teachers

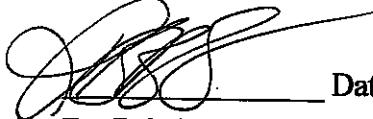
May 30, 2014

Article 19.2 Extended Day

With the joint recommendation of site administration, site Extended Day Committees and Association the Extended Day Unit list is updated.

The list below reflects the agreed to changes: updates to positions and/or changes in Extended Day Units.

For the District


 Date 5/30/14

Dr. Rebekah Cartwright, Lead Negotiator

 Date 5/30/14

Dr. Keith Butler, Assistant Superintendent

For ACT

 Date 5/30/2014

Robin Nixon

_____ Date _____

**Coronado High School
CHS Extended Day Positions**

Title of Position	Extended Day Units 13-14
ASB Advisor	6.0 + 1 Period off
Drama Director	4.5
Performance Band	2.5
Yearbook	2.5
Graduation Coordinator	2.0
Senior Awards Advisor	2.0
Fall Cheer Advisor	1.5
Winter Cheer Advisor	1.5
Junior Class Advisor	1.0
Senior Class Advisor	1.0
Sophomore Class Advisor	1.0
Robotics	1.0
National Honor Society	1.0
Freshmen Class Advisor	1.0
Islander Awards	1.0
Academic League	1.0
Commendation Tea Coordinator	0.5
Total Extended Day Units	31.0

**Coronado Middle School
CMS Extended Day Positions**

Title of Position	Extended Day Units 13-14
ASB Advisor	3.0
Yearbook Advisor	2.0
Band/Choir Director	1.5
KCMS News Team	1.0
Junior Optimist Club	1.0
Reading Club	1.0
Performing Arts	1.0
Robotics Club	2.0
Total Extended Day Units	12.5

**Memorandum of Understanding between the Coronado Unified School District and the
Association of Coronado Teachers**

June 5, 2014

Article XX


For the District

 Date 6-9-2014

Dr. Rebekah Cartwright, Lead Negotiator

 Date 6/10/14
Dr. Keith Butler, Assistant Superintendent

For ACT

 Date June 9, 2014

Robin Nixon

Date _____

20.0 Class Size

20.1 ~~For the 2010-2011 school year only, the class size for grades Kindergarten through three will be a District average of 25. Beginning with the 2013-2014 school year, t~~

For the 2014-2015 school year the target class size for grades Transitional Kindergarten through three shall be shall be an annual school-wide a District average of 27.

20.2 The target for class size in grades 4, 5, and 6 will be a District average of thirty (30).

20.3 In grades 7 through 12, the target for class size will be a District average of thirty-two (32) in core curricular areas, including language arts, mathematics, social science, and science, and excluding physical education and other electives.

20.4 ~~In grade 9, class size will conform to the regulations of the state-funded Morgan-Hart Class Size Reduction Program in English and mathematics. Classes will not exceed an average of twenty (20), with no single class enrollment higher than twenty-two (22), as long as state funds support this program.~~

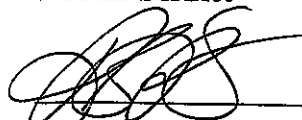
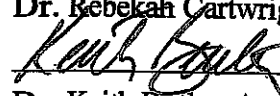
Tentative Agreement between the Coronado Unified School District and the Association of Coronado Teachers

May 30, 2014


Article XXII – Peer Assistance and Peer Review (PAR)

The District and ACT reviewed Article XXII and amended language to reflect current practice and to align with CCTC credentialing practices. Teachers currently in the SDCOE BTSA program will be supported to complete year 2 of the teacher induction program with SDCOE. In addition, current District Support Providers will be provided information regarding limited term employment with SDCOE.

For the District

 Date 5/30/14
Dr. Rebekah Cartwright
 Date 5/30/14
Dr. Keith Butler, Assistant Superintendent

For ACT

 Date 5/30/2014
Robin Nixon

Date _____

ARTICLE XXII

PEER ASSISTANCE AND PEER REVIEW (PAR)

Effective on July 1, 2000, the mentor teacher program and all obligations, rights, activities, and practices related to that program automatically terminate. This article replaces the mentor teacher program (Article XXII) and implements the provisions of Chapter 4 of the statutes of 1999 with respect to the Peer Assistance and Review Program (PAR), as it may be amended, and any applicable regulations.

The Association and the District are continuously striving to provide the highest possible quality of education. In order for students to succeed in learning, teachers must succeed in teaching. Therefore, the parties agree to cooperate in the design and implementation of programs to improve the quality of instruction through expanded and improved professional development and peer assistance. Teachers referred to or who volunteer for the program are viewed as valuable professionals who deserve to have the best resources available provided to them in the interest of improving performance to a successful standard.

22.1 PAR Panel Selection Process

22.1.1 The PAR Panel shall consist of five members, three of whom are teachers chosen to serve by the Association. Those teachers shall represent the elementary, middle school, and high school levels. The District shall choose two administrators for the PAR Panel. One alternate shall be appointed to represent the unit members.

22.1.2 The PAR Panel shall establish its own meeting schedule. To meet, all members of the PAR Panel must be present. Teachers who are members of the PAR Panel shall be released from their regular duties for up to five days to attend meetings, without loss of pay or benefits. Decisions of the panel shall be determined by consensus. If no consensus is reached, decisions shall be by majority vote. The PAR Panel shall serve for three-year terms.

The terms of teacher representatives shall be staggered using this method: for his/ her first term, one member shall serve for one year, one member shall serve for two years, and one member shall serve for three years. All terms after the first one shall be for three years. PAR Panel members shall be chosen by July 1 for the following year. To facilitate the provisions of Section 22.12, an alternate PAR Panel member shall be appointed as a non-voting member to attend all meetings and vote in the absence of a regular member. The alternate shall serve for one year and be compensated at the existing rate of pay.

22.2 PAR Panel Responsibilities

22.2.1 The PAR Panel shall be responsible for the following

- (a) Providing annual training for the PAR Panel members.
- (b) Establishing its own rules of procedure, including the method for the selection of a Chairperson.
- (c) Selecting the panel of Consulting Teachers, ~~Peer Support Providers,~~ and Program Consultants.
- (d) Selecting and/or approving trainers and/or training providers.
- (e) Providing training for Consulting Teachers prior to the Consulting Teacher's participation in the program.
- (f) Sending written notification of participation in the PAR program to the Referred Participating Teacher, the Consulting Teacher and the site principal.
- (g) Making available a list of Consulting Teachers for selection by the Participating Teacher and approving the selection.
- (h) Adopting Rules and Procedures to effect the provisions of this Article. Said Rules and Procedures will be consistent with the provisions of this Agreement and the California State Education Code, and to the extent there is an inconsistency, the Education Code will prevail.
- (i) Distributing, at the beginning of each school year, a copy of the adopted Rules and Procedures to all unit members and administrators.
- (j) Establishing a procedure for application as a Consulting Teacher, Peer Support Provider, or a Program Consultant.
- (k) Determining the number of Consulting Teachers, ~~Peer Support Providers,~~ and Program Consultants in any school year, based upon participation in the PAR Program, the budget available and other relevant considerations.

(l) Reviewing the final report prepared by the Consulting Teacher and providing written feedback to the Referred Participating Teacher and the Superintendent regarding the Referred Participating Teacher's progress in the PAR Program.

(m) Evaluating annually the impact of the PAR program in order to improve the program.

(n) Establishing guidelines for release time for participating teachers.

22.2.2 All proceedings and materials related to evaluations, reports, and other personnel matters shall be strictly confidential. Therefore, PAR Panel members and Consulting Teachers may disclose such information only as is necessary to administer this Article. The PAR Program Confidential Agreement is available at the District Education Services Department.

22.2.3 The District agrees to indemnify and hold harmless any Association selected member of the PAR Panel against any claims, causes of action, damages, grievances, administrative proceedings or any other litigation arising from the Association's participation in Peer Assistance and Review in the course and scope of their duties as Consulting Teachers or PAR Panel members.

22.3 Participating Teachers (PT)

22.3.1 Definition

A Participating Teacher is a unit member who receives assistance and coaching to improve instructional skills, classroom management, knowledge of subject, and related aspects of teaching performance. All participating teachers shall be provided release time consistent with PAR Panel guidelines. There are ~~three (3)~~ two (2) categories of participating teachers as described in Sections 22.3.2, 22.3.3, and 22.3.4.

22.3.2 ~~Beginning Teacher (BT) Participants~~

~~(a) Preliminary credentialed first or second year teacher.~~

~~(b) Intern teachers.~~

~~(c) Teachers with Emergency Permits.~~

~~(d) Experienced teachers who are new to the District (from out of state with less than five years experience.)~~

22.3.2.1 Beginning Teachers in a and b above must be served prior to assigning teachers in c and d to a Peer Support Provider (PSP).

~~22.3.2.2 The PAR Program for beginning unit members will be the Beginning Teacher Support and Assessment (BTSA) Program.~~

22.3.3 Referred Participating Teacher (RPT)

22.3.3.1 A Referred Participating Teacher is a unit member with permanent status who receives assistance to improve his/her instructional skills, classroom management, knowledge of subject, and/or related aspects of his/her performance as a result of an unsatisfactory March 1 evaluation.

22.3.3.2 A Referred Participating Teacher may select his/her Consulting Teacher from a list of Consulting Teachers provided by the

PAR Panel. A Referred Participating Teacher may request a different Consulting Teacher at any time during the process, providing that such request is not more than once per semester.

22.3.3.3 Results of the Referred Participating Teacher's mandated participation in the PAR Program shall be made available to the supervisor as part of his/her evaluation. Refer to Sections 22.4.10, 22.4.11, and 22.4.12.

22.3.4 Voluntary Participating Teacher (VPT)

22.3.4.1 A Voluntary Participating Teacher is a teacher with permanent status, an intern teacher, an emergency permit teacher, or experienced teacher new to the district who volunteers to participate in the PAR program. The purpose of participation in the PAR Program for the Voluntary Participating Teacher is for peer assistance only and the Consulting Teacher shall not participate in a performance review of the Voluntary Participating Teacher. The Volunteer Participating Teacher may terminate his or her participation in the PAR Program at any time after one semester.

22.3.4.2 Unless requested by the Voluntary Participating Teacher, information obtained by the Consulting Teacher while working with the Voluntary Participating Teacher cannot be utilized in the evaluation process and/or as the basis for mandatory participation in the PAR process.

22.3.4.3 All communication between the Consulting Teacher and Voluntary Participating Teacher shall be confidential, and without the written consent of the Voluntary Participating Teacher, shall not be shared with others, including the site principal, the supervisor, or the PAR Panel.

22.4 Consulting Teachers (CT) and Peer Support Provider (PSP)

22.4.1 A Consulting Teacher ~~and Peer Support Provider are teachers~~ is a teacher who provides assistance to a Participating Teacher pursuant to the PAR Program. The qualifications for the Consulting Teacher ~~and Peer Support Provider~~ shall be set forth in the Rules and Procedures, provided that the following shall constitute minimum qualifications:

(a) A full time credentialed classroom teacher with permanent status.

For the purposes of this position, full time is defined as four (4) out of five (5) periods at the secondary level high school, ~~five (5) out of six (6) periods at the middle school~~, and eighty percent (80%) of the day at the elementary schools.

For the purpose of this position, a classroom teacher is defined as a regularly employed teacher at a site.

(b) Consulting Teachers ~~and Peer Support Providers~~ shall have six (6) years of full time teaching experience within the last ten (10) years with at least three (3) full years of experience in the District.

(c) Consulting Teachers ~~and Peer Support Providers~~ shall demonstrate exemplary teaching ability, as indicated by, among other things,

effective communication skills, subject matter knowledge, and mastery of a range of teaching strategies necessary to meet the needs of pupils in different contexts.

(d) Exceptions to Article 22.41 can be made when unusual circumstances arise. All or parts of this agreement may be waived if the PAR Panel unanimously agrees to do so.

22.4.2 In applying for a position of Consulting Teacher ~~or Peer Support Provider~~, each applicant is required to submit three references from individuals with specific knowledge of his or her expertise, as follows:

- (a) A reference from a building principal or immediate supervisor.
- (b) A reference from an Association representative.
- (c) A reference from another classroom teacher.

22.4.3 All applications and references shall be treated with confidentiality by PAR Panel members.

22.4.4 Consulting Teachers ~~and Peer Support Providers~~ shall be selected by the PAR Panel following classroom observations by the PAR Panel. The PAR Panel may or may not observe teachers who are applicants for Program Consultants.

22.4.5 A Consulting Teacher ~~and a Peer Support Provider~~ shall be provided up to two days of release time per Participating Teacher per semester. A Consulting Teacher working with a Referred Participating Teacher may request additional release time subject to the approval of the site supervisor.

The term of the Consulting Teacher shall be two (2) years. A teacher may not be appointed to an administrative position in the District while serving as a Consulting Teacher ~~or Peer Support Provider~~ unless the teacher resigns from the Consulting Teacher ~~or Peer Support Provider~~ position. This excludes administrative summer school assignments.

22.4.6 Functions performed pursuant to this Article by unit members shall not constitute either management or supervisory functions. The Consulting Teacher ~~and Peer Support Provider~~ shall continue all rights of unit members.

22.4.7 Consulting Teachers ~~and Peer Support Providers~~ shall have the responsibility for no more than two (2) Referred Participating Teachers, two (2) Voluntary Participating Teachers, ~~two (2) BTSA teachers~~ or any combination of ~~two (2)~~ such teachers. The Consulting Teachers ~~and Peer Support Providers~~ shall assist Participating Teachers by demonstrating, observing, coaching, conferencing, referring or by other activities, which, in their professional judgment, will assist the Participating Teachers.

22.4.8 The Consulting Teacher will convene a meeting, attended by the Consulting Teacher, Supervisor and the Referred Participating Teacher, for the purpose of discussing the reason for the placement of the Participating Teacher in the PAR program.

22.4.9 The Consulting Teacher shall meet with the Referred Participating Teacher and the Supervisor to discuss the PAR Program, to establish mutually agreed upon performance goals, develop the assistance plan and

develop a process for determining successful completion of the PAR Program.

22.4.10 The Consulting Teacher shall conduct multiple observations of the Referred Participating Teacher during classroom instruction and shall have both pre-observation and post-observation conferences.

22.4.11 The Consulting Teacher shall monitor the progress of the Referred Participating Teacher and every six (6) weeks shall provide written reports to the Referred Participating Teacher and Supervisor for discussion and review.

22.4.12 A copy of the Consulting Teacher's report shall be submitted to and discussed with the Referred Participating Teacher to receive his or her input and signature before it is submitted to the PAR Panel. The Referred Participating Teacher's signing of this report does not necessarily mean agreement, but rather that she or he has received a copy of the report. The Consulting Teacher shall submit a final report to the PAR Panel. The Referred Participating Teacher shall have the right to submit a written response, within twenty (20) days, and have it attached to the final report. The Referred Participating Teacher shall also have the right to request a meeting with the PAR Panel, and to be represented at this meeting by the Association representative of his or her choice.

22.4.13 The results of the Referred Participating Teacher's participation in the PAR Program shall be made available for placement in his or her personnel file, and may be used in the evaluation of the Referred Participating Teacher.

22.4.14 The District agrees to indemnify and hold harmless any Association selected member of the PAR Panel against any claims, causes of action, damages, grievances, administrative proceedings or any other litigation arising from the Association's participation in Peer Assistance and Review in the course and scope of their duties as Consulting Teachers or PAR Panel members.

22.5 Program Consultants

22.5.1 A Program Consultant is a teacher who has expertise in a specific curriculum area and may assist in developing an educational program through self-initiated projects. Projects may be structured for individual or group participation.

The qualifications for the Program Consultant shall be set forth in the rules and procedures, providing that the applicant is a full time credentialed teacher with permanent status. In a group project there must be at least one full time teacher with permanent status.

22.5.2 In applying for a position as a Program Consultant, each applicant is required to submit a specific application explaining the proposed project. Applications are available in the Educational Services Department in the District Office.

22.5.3 Functions performed pursuant to this Article by unit members shall not constitute management or supervisory functions. The Program Consultants shall continue all rights of unit members.

22.5.4 Program Consultant position time commitments and release time shall be determined by the PAR Panel.

22.5.5 Program Consultants do not work one on one with teachers.

22.6 Expenditures and Compensation

22.6.1 Each Referred Participating Teacher shall be allocated up to \$1000 for staff development subject to Consulting Teacher and Supervisor approval.

The PAR Panel, upon request of the Consulting Teacher or Participating Teach, may allocate additional staff development funds.

22.6.2 Each Voluntary Participating Teacher shall be allocated up to \$500 for staff development subject to Consulting Teacher and Supervisor approval.

22.6.3 Compensation shall be provided as follows:

(a) Bargaining unit members serving on the PAR Panel shall be paid the current hourly rate for attending meetings. Bargaining unit members serving as Consulting Teachers ~~and Peer Support Providers~~ shall be paid annually as follows:

1. \$250 for selection and an hourly fee or release time for training;
2. \$2000 for consulting with each Referred Participating Teacher ~~or BTSA teacher~~;
3. \$1000 for consulting with a each Voluntary Participating Teacher; and
4. Program Consultants shall be given release time and/or hourly pay up to twenty-five (25) hours per semester to accomplish their project.

(b) Except for Program Consultants' compensation, all compensation shall be paid in two equal sums, half by December 31 and half by June 30. Program Consultants will receive the hourly rate of pay monthly.

22.6.4 Compensation is not provided for Referred Participating Teachers', BTSA teachers², or Voluntary Participating Teachers' participation in PAR.

22.7 PAR DEFINITIONS

PAR (Peer Assistance and Review)

Legislation passed in 2000 established the California Peer Assistance and Review Program for teachers to allow exemplary teachers to assist veteran teachers who need to develop their subject matter, knowledge, and/or teaching strategies.

~~BTSA (Beginning Teacher Support and Assessment)~~

~~The BTSA Program provides peer support and assistance to first and second year credentialed teachers.~~

PAR Panel

The PAR Panel consists of certificated staff members and administrators (a majority of the panel must be teachers) who have the responsibilities of setting up program guidelines, selecting consulting teachers, and annually evaluating the impact of the PAR Program.

Consulting Teacher

The selected teachers will provide assistance to permanent teachers. Minimum

qualifications include a teacher who is full time (4 out of 5 periods at the secondary level ~~high school level~~; ~~5 out of 6 periods at middle school level~~; 80% of the day at elementary level), has 6 years of full time teaching experience within the last 10 years, and a minimum of 3 years experience in the District. Teachers must demonstrate exemplary teaching ability.

Peer Support Provider

~~The selected teachers will provide assistance to BTSA teachers. These teachers must meet the same minimum criteria as consulting teachers.~~

Referred Participating Teacher

This teacher is a permanent teacher with permanent status who receives assistance to improve his/her instructional skills, classroom management, and knowledge of subject and/or related aspects of his/her performance as a result of an unsatisfactory evaluation.

Voluntary Participating Teacher

This teacher is a teacher with permanent status, an intern teacher, emergency permit teacher, or an experienced teacher new to the district who volunteers to participate in the PAR Program for the sole purpose of receiving peer assistance.

Beginning Teacher

~~This teacher is a first or second year teacher with a full credential.~~

Program Consultant

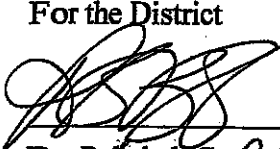

This teacher has expertise in a specific curricular area and may assist with developing the educational program through self-initiated projects and provide staff development related to district goals and objectives.

Tentative Agreement between the Coronado Unified School District and the Association of Coronado Teachers


May 30, 2014

Effective July 1, 2014, the District and ACT agree to amend Article XIV as indicated and to implement the attached Evaluation Process referred to as Appendix D.

For the District

 Date 5/30/14
Dr. Rebekah Cartwright
 Date 5/30/14
Dr. Keith Butler, Assistant Superintendent

For ACT

 Date 5/30/2014
Robin Nixon
Date _____

Article XIV – Evaluation Procedure and Appendix D

2011-2014 the District Professional Development Committee has reviewed, researched and revised the teacher evaluation document and process. The documents located in Appendix D are amended to reflect an online evaluation system (Progress Adviser) and to incorporate the 30%-70% evaluation metric. The District and ACT have agreed to the following language which reflects current Evaluation Procedure practice for Article XIV.

**ARTICLE XIV
EVALUATION PROCEDURE**

14.1 Evaluations

~~A subcommittee named the Professional Development Committee composed of certificated employees and administrators was established in September of 2011. A new evaluation tool was agreed upon in the spring of 2012 and implemented August 2012.~~

~~As a result of additional work completed by the Professional Development Committee during the 2012-2013 school year, the evaluation instrument will be modified to align with Education Code Section 44662 (Stall Act) by June 30, 2014.~~

~~If the Professional Development Committee fails to complete this task by the deadline, ACT and the district agree to use the Los Angeles Unified School District (LAUSD) and United Teachers Los Angeles (UTLA) "New Additional Evaluation Guidelines Related to Dee V. Deasy" as the structure for inclusion of student achievement in the Coronado Unified School District Evaluation Procedure.~~

~~By During the 2013-2014 school year June 30, 2014, the Professional Development Committee will completed a review and established the incorporation of student achievement and progress toward District –adopted and State-adopted standards, including the State-mandated~~

California Standard Test CST program and its annual reported test results, District-adopted formative assessment (Measure of Academic Progress), and also to any future criterion-referenced State-mandated replacements or additions thereto. ~~As determined by the Professional Development Committee, for the 2013-14 school year, the following assessments, in addition to others, may be used for this purpose:~~

As determined by the Professional Development Committee, for the 2014-15 school year, the following State Assessments, in addition to others, may be used for this purpose:

Elementary and Middle School	English Language Arts <u>SBAC (under CAASPP):</u> Grades 3-8 MAP (Reading and/or Language): <u>Grades 2-8</u>	Physical Education CA PFT: Grades 5 and 7	Mathematics <u>SBAC (under CAASPP):</u> <u>Grades 3-8</u> MAP: Grades 2-8 Science CST: Grades 5,8
High School	English Language Arts <u>SBAC (under CAASPP):</u> Grade 11 MAP (Reading and/or Language): Grades 9-12	Physical Education CA PFT: Grade 9	Mathematics <u>SBAC (under CAASPP):</u> Grade 11 MAP: Algebra I: Grades 9-12 Science CST: Grades 10

The assessment of pupil progress will be thirty percent (30%) of the evaluation of a certificated employee in factoring the final rating determination. Observed classroom performance, using the current evaluation tool, remains the primary and controlling factor at seventy percent (70%). The following Local Assessments may be used in addition to the previously mentioned State Assessments.

2013-14 30% Evaluation Process (Assessment)

Grade Level	Goals	Assessment		Optional Curricular Area
Preschool		Pre-Post Desired Results Developmental Profile (DRDP)		
TK-1	Math and/or Reading	Pre-Post CCSS <i>Envision Mathematics</i> Assessment	Pre-Post <i>DRA2</i> Pre-post <i>Read Well</i> assessments	
Grade 2	Math and/or Reading	MAP; pre-post CCSS <i>Envision Mathematics</i> Assessment	MAP Pre-Post <i>DRA2</i> ; Pre-post <i>Read Well</i> assessments	
2-5	Math and/or Reading	MAP		Language

6-8	Math (math dept.) Reading (Reading, Humanities) See below for other CMS depts.	MAP	Language
9-12	<p>Complete a SMART goal. Practice with department assessments/phase in the assessments. Possibility – focus on cross-department assessments.</p> <p style="text-align: center;">Quantitative Assessment to Measure Pupil Progress (Secondary)</p> <p>While established statewide testing will be used for some subject areas to measure student achievement, each teacher will be responsible for active collaboration with their grade level or department in the development and implementation of a calibrated benchmark assessment that will determine student progress. Quantitative data will be reviewed by the teacher and administrator in the spirit of discussing teaching practice and improving student achievement. Teachers will review and update assessments each year, and continue to professionally develop to increase student feedback.</p>		

ARTICLE I CST is on the way out...

- ~~This is the final year of CST; CA Legislature will vote (AB 484) to significantly change CST, most likely in fall 2013, after the school year begins. The vote is likely to pass and will remove most of the CST for high school: only gr 10 life science, CAPA grade 10 will remain for CHS. Also, all grade 2 CST tests are expected to be eliminated, as well as other potential tests that are not tied to NCLB.~~
- ~~CA State Superintendent Tom Torlakson is lobbying for CA public schools to participate in Smarter Balanced Assessment Consortium (SBAC) field testing in spring 2014 in lieu of CST in order to prepare CA teachers and students for SBAC in 2014-15. We will not know the outcome of this for several weeks, nor if all sites and grade levels will be able to participate. We do know that there will be no individual student results given for the SBAC field test. The testing window for this field test will be from March 18 through June 6, 2014.~~
- ~~Our MAP formative assessment system is consistent and shows student growth within a school year. We now have baseline data for grades 3-8 in mathematics and reading, and for language for some grades. We are adding grade 2 for 2013-14. We now have typical growth data for CUSD, and we can compare it to student growth during a school year to determine if student growth falls short, meets, or exceeds our CUSD typical growth. NWEA will also work with us to create a new norming group, more aligned to CUSD demographics than the national norm.~~
- ~~MAP RIT scores transfer well from the CST version to the CCSS version, which will be used for 2013-14.~~
- ~~The SBAC-CAASPP system will eventually provide "interim" assessments, but these tests will not provide data for student growth. SBAC interim assessments These proposed interim assessments, provided by SBAC will only provide an item bank of questions teachers can use as an instructional support. As such, MAP will continue to be implemented as CUSD's formative assessment, even after SBAC-CAASPP is in place for 2014-15. MAP testing windows continue to be evaluated. At this writing, testing windows are to be determined for 14-15 and beyond.~~

Results of student and parent feedback annual surveys will be developed by the Professional Development committee by June 30, 2014. Results of student and parent feedback will be aggregated accessed by both the teacher and the principal and shared with the teacher discussed annually.

Appendix D

Coronado Unified School District – Evaluation Process

The Evaluation Process consists of four stages: New Certificated, Intermediate Certificated, Experienced Certificated and Improvement Plan. Each of the four stages includes the following: Goals/Objectives development, Informal and Formal Observations, and Conferences with the administrator to provide feedback and to discuss teaching practice and student achievement. Marzano states, "Goal setting and feedback used in tandem are probably more powerful than either one in isolation."

The assessment of pupil progress will be thirty percent (30%) of the evaluation of a certificated employee in factoring the final rating determination. Observed classroom performance, using the current evaluation tool, remains the primary and controlling factor at seventy percent (70%).

As determined by the Professional Development Committee, for the 2013-14 school year, the following assessments, in addition to others, may be used for this purpose:

<i>Elementary and Middle School</i>	<i>English Language</i>	<i>Physical Education</i>	<i>Mathematics</i>	
	<i>Arts</i> <i>CST, CMA, CAPA: Grades 3-8, Grade 10 CAPA, Grade 11 (EAP only)</i> <i>MAP (Reading and/or Language): Grades 2-8</i>	<i>CA PFT: Grades 5 and 7</i>	<i>CST, CMA, CAPA: CST Grades 3-7, Algebra I-CST and CMA (grades 7-8 only), General Math CST (grade 8 only), CAPA grades 3-8</i> <i>MAP: Grades 2-8</i>	
<i>High School</i>	<i>English Language</i>	<i>Physical Education</i>	<i>Mathematics</i>	<i>Science</i>
	<i>Arts</i> <i>CST, CAPA: Grade 10 CAPA, Grade 11 CST (EAP only)</i> <i>MAP (Reading and/or Language): Grades 9-12</i>	<i>CA PFT: Grade 9</i>	<i>CST, CAPA: Grade 10 CAPA, Grade 11 Alg. II, HS Summative Math CST (EAP only)</i> <i>MAP: Algebra 1</i> <i>Grades 9-12</i>	<i>CST, CMA, CAPA: Grade 10 Life Science</i>

As determined by the Professional Development Committee, for the 2014-15 school year, the following assessments, in addition to others, may be used for this purpose:

Elementary and Middle School	English Language Arts <u>SBAC</u> (under <u>CAASPP</u>): Grades 3-8 MAP (Reading and/or Language): Grades 2-8	Physical Education CA PFT: Grades 5 and 7	Mathematics <u>SBAC</u> (under <u>CAASPP</u>): Grades 3-8 MAP: Grades 2-8 Science CST: Grades 5,8
High School	English Language Arts <u>SBAC</u> (under <u>CAASPP</u>): Grade 11 MAP (Reading and/or Language): Grades 9-12	Physical Education CA PFT: Grade 9	Mathematics <u>SBAC</u> (under <u>CAASPP</u>): Grade 11 MAP: Algebra I: Grades 9-12 Science CST: Grades 10

Each certificated employee completes goals/objectives by September 30 each year (using ~~form 1 or 2~~ Progress Adviser) dependent on which stage of the Evaluation Process will be used. The California Standards for the Teaching Profession (CSTP) as listed below will be used to develop goals/objectives.

California Standards for the Teaching Profession (CSTP)

1. Standard One: Engaging & Supporting All Students in Learning
2. Standard Two: Creating & maintaining Effective Environments for Student Learning
3. Standard Three: Understanding and Organizing Subject Matter for Student Learning

4. Standard Four: Planning Instruction and Designing Learning Experiences for all Students
5. Standard Five: Assessing Students for Learning
6. Standard Six: Developing as a Professional Educator

NEW CERTIFICATED EVALUATION

- I. Experienced Teachers and New Teachers to the District
(First and Second Year District Certificated Employees):
 - A. ~~On Form 1~~ Using Progress Adviser employee writes six (6) goals using each of the six California Standards for the Teaching Profession. A pre-conference held by the administrator with the teacher regarding goal setting is recommended by September 30.
 - B. As the certificated employee and the administrator confer regarding the six (6) goals based on the California Standards for the Teaching Profession, the **Continuum of Teaching Practice** may be used as a formative assessment system and self-reflection tool by the certificated employee.
 - C. The **Continuum of Teaching Practice** contains three essential components: standards, criteria (indicators that determine level of teacher development) and evidence of practice. Standards refer to the California Standards for the Teaching Profession (CSTP) and are in alignment with the P-12 academic content standards. Criteria refer to indicators of teaching practice (level of teacher development). Evidence of practice includes multiple sources such as lesson plans, observation data, and student work analyses and is used to make valid self-assessments on the Continuum of Teaching Practice.

(Additional examples for evidence of practice are provided in section VI of Appendix D – ACTION PLAN ALTERNATE EVIDENCE OF PROFESSIONAL PRACTICE)
 - D. The Continuum of Teaching Practice is to be used as a source for developing goals and not as a check list. All CSTPs will be used as the basis for evaluation discussion between the administrator and the employee.

Evaluation Process/Criteria:

4. Standard Four: Planning Instruction and Designing Learning Experiences for all Students
5. Standard Five: Assessing Students for Learning
6. Standard Six: Developing as a Professional Educator

NEW CERTIFICATED EVALUATION

- I. Experienced Teachers and New Teachers to the District
(First and Second Year District Certificated Employees):
 - A. ~~On Form 1~~ Using Progress Adviser employee writes six (6) goals using each of the six California Standards for the Teaching Profession. A pre-conference held by the administrator with the teacher regarding goal setting is recommended by September 30.
 - B. As the certificated employee and the administrator confer regarding the six (6) goals based on the California Standards for the Teaching Profession, the **Continuum of Teaching Practice** may be used as a formative assessment system and self-reflection tool by the certificated employee.
 - C. The **Continuum of Teaching Practice** contains three essential components: standards, criteria (indicators that determine level of teacher development) and evidence of practice. Standards refer to the California Standards for the Teaching Profession (CSTP) and are in alignment with the P-12 academic content standards. Criteria refer to indicators of teaching practice (level of teacher development). Evidence of practice includes multiple sources such as lesson plans, observation data, and student work analyses and is used to make valid self-assessments on the Continuum of Teaching Practice.

(Additional examples for evidence of practice are provided in section VI of Appendix D – ACTION PLAN ALTERNATE EVIDENCE OF PROFESSIONAL PRACTICE)
 - D. The Continuum of Teaching Practice is to be used as a source for developing goals and not as a check list. All CSTPs will be used as the basis for evaluation discussion between the administrator and the employee.

Evaluation Process/Criteria:

Three formal observations* (~~on Form 3~~ documented in Progress Adviser) must occur at this level (**One observation due by 10/30, second due by 12/10 and the third by 4/15** to provide continual support through the end of the school year with a follow-up conference within three days of each observation.

Other criteria may include:

- Informal feedback (i.e. peer interaction, parent feedback)
- Informal observation of a unit member officially representing the school/district, Conferences
- Support (~~Teacher Induction Program (TIP)~~), grade level colleagues, department chair, buddies)

*meet Ed Code obligations with additional observations as needed

E. Final Evaluation Form/Conference (~~Form 3~~ Progress Adviser – see End of Year Preparation, page 11 of Appendix D) completed by March 1.

Note: An experienced certificated staff member who has successfully completed two years of service in Coronado Unified School District and has a minimum of four (4) years of experience in the profession may move directly to the Experienced Certificated Evaluation process with an evaluator's approval.

II. INTERMEDIATE CERTIFICATED EVALUATION

(Three to six years of experience in profession):

- A. ~~On Form 1~~ Using Progress Adviser, employee develops at least three (3) **Goals/Objectives** using elements from at least two different standards from the CSTPs as mutually agreed to in a collaborative effort by the staff member and administrator by September 30.
- B. The Continuum of Teaching Practice is to be used as a source for developing goals and not as a check list. All CSTPs will be used as the basis for evaluation discussion between the administrator and the employee.
- C. The **Continuum of Teaching Practice** contains three essential components: standards, criteria (indicators that determine level of teacher development) and evidence of practice. Standards refer to the California Standards for the Teaching Profession (CSTP) and are in alignment with the P-12 academic content standards. Criteria refer to indicators of teaching practice (level of teacher development). Evidence of practice includes multiple sources such as lesson plans, observation data, and student work analyses and is used to make valid self-assessments on the Continuum of Teaching Practice.

(Additional examples for evidence of practice are provided in Section VI – ACTION PLAN ALTERNATE EVIDENCE OF PROFESSIONAL PRACTICE)

D. Evaluation Process/Criteria

A minimum of one formal observation due by **December 1** with a follow-up conference within three days. If follow up observations are required to address the goals submitted by the employee, these will be completed by the employee in collaboration with the administrator.

Other criteria may include:

- Informal observations (i.e. peer interaction, parent interaction, or any time a staff member officially represents the school/district)
- Peer coaching model may be used along with administrative supervision

E. An Improvement Plan may be developed based on a “does not meet standard” rating in any one standard or element using Form 1 Progress Adviser to establish goals and objectives to remediate the deficiency.

F. **Final Evaluation Form/Conference (Form 3 Progress Adviser – see End of Year Preparation, page 11 of Appendix D) completed by May 1.**

III. **EXPERIENCED CERTIFICATED EVALUATION**

(Seven or more years of experience in profession with tenure)

Feedback is an important part of the professional growth process. As an employee enters seven or more years of experience, scheduled observations provide opportunities for authentic feedback which will help deepen the practice of the experienced employee. It is recommended a formal meeting be scheduled between the administrator and the experienced employee to discuss teaching practices and to interact regarding strategic site, district goals and professional goals of the experienced employee.

A. ~~On Form 1 Using Progress Adviser~~, employee develops at least two (2)

Goals/Objectives using elements from at least two different standards from the CSTPs as mutually agreed to in a collaborative effort by the staff member and administrator by September 30.

B. The **Continuum of Teaching Practice** contains three essential components: standards, criteria (indicators that determine level of teacher development) and evidence of practice. Standards refer to the California Standards for the Teaching Profession (CSTP) and are in alignment with the P-12 academic content standards. Criteria refer to indicators of teaching practice (level of teacher development). Evidence of practice includes multiple sources such as lesson plans, observation data, and student work analyses and is used to make valid self-assessments on the Continuum of Teaching Practice.

(Additional examples for evidence of practice are provided in Section VI –
ACTION PLAN ALTERNATE EVIDENCE OF PROFESSIONAL PRACTICE)

C. The Continuum of Teaching Practice is to be used as a source for developing goals and not as a check list. All CSTPs will be used as the basis for evaluation discussion between the administrator and the employee.

- D. One formal observation or a series of informal observations by mutual agreement of the administrator and employee will be completed every other year by **February 15** with a follow-up conference within three days. If follow up observations (formal or informal) are required to address the goals submitted by the employee these will be completed by the evaluator in mutual agreement with the employee. Formal observations may also occur at the discretion of the administrator.
- E. An Improvement Plan may be developed based on a “does not meet standard” rating in any one standard or element using Form 2 (Improvement Plan) to establish goals and objectives to remediate the deficiency.
- F. **Final Evaluation form/Conference (~~Form 3~~ Progress Adviser – see End of Year Preparation, page 11 of Appendix D) completed by May 1.**

IV. CERTIFICATED IMPROVEMENT PLAN

A certificated employee will be placed on an improvement plan based on a does not meet standard on any one or more California Standards for the Teaching Profession.

- A. A permanent certificated employee who receives a “does not meet standard” in one or more California Standards for the Teaching Profession will be provided assistance with an improvement plan. The administrator and employee will establish goals, objectives and an Action Plan toward developing the appropriate skills necessary to remediate the deficiency. The Procedures for Improvement may include staff development options, list of resources, the opportunity to take advantage of PAR’s Consulting Teacher or Program Consultant programs, if funded and operative, or any other appropriate assistance available to the District.

If no improvement is noted at the final evaluation conference and the employee receives an unsatisfactory rating in one or more of the California Standards for the Teaching Profession as indicated ~~on Form 3~~ in Progress Adviser in the administrator’s comment section, the employee will be required to participate in the PAR Program, if funded and operative, as a Referred Participating Teacher during the next school year.

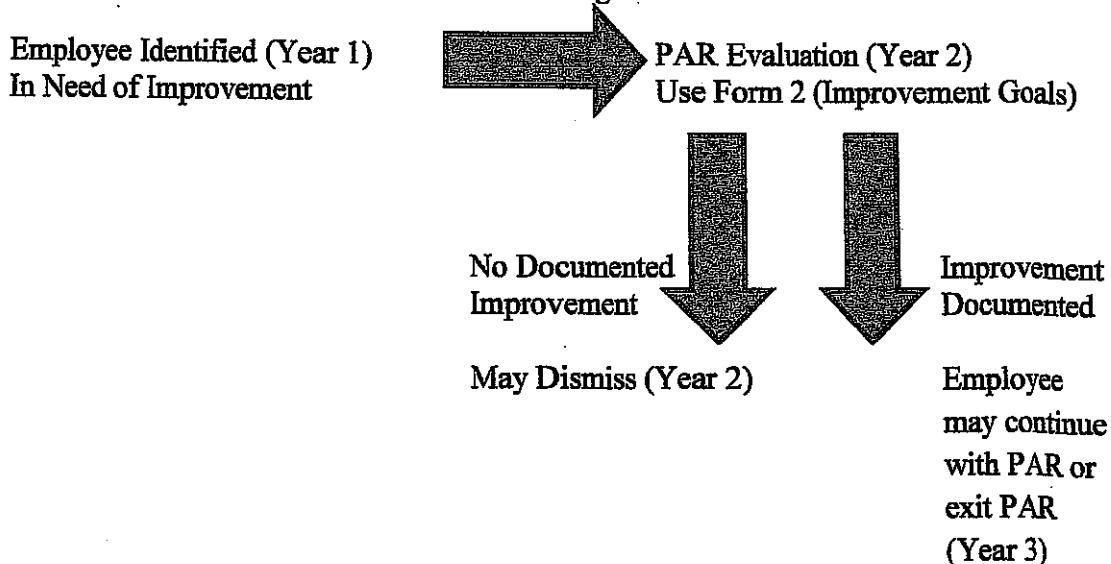
The employee may continue as a Referred Participating Teacher for another year if the employee is showing documented improvement. If improvement is not documented, action may be taken to dismiss the employee as provided in the Education Code.

Year 2 of the * Improvement Plan consists of the following:

1. Use ~~Form 2~~ Using Progress Adviser to write goal statement(s) that specifically detail(s) the California Standards for the Teaching Profession of requested assistance and/or needed improvements. These statements will become the objectives of PAR. The Continuum of Teaching Practice will be utilized. One or more California Standards for the Teaching Profession will be mutually selected by the administrator and employee. (~~Form 2~~ Using Progress Adviser document goal statements ~~to be~~ completed by September 30).
 2. Statement by employee and site administrator of procedures for improvement (in-service workshops, training, college courses, detailed lesson plans, peer support, etc.) will be included ~~on Form 2~~ in Progress Adviser.
 3. An Action Plan for Improvement detailing the responsibilities of the district, site administrator and employee will be included on ~~Form 2~~ in Progress Adviser in the Procedures and Resources for Improvement section (including participation with PAR's Consulting Teacher or Program Consultant).
 4. Three formal observations* (~~on Form 3~~ in Progress Adviser) must occur at this level (One observation due by 10/15, second due by 11/15 and the third by 2/1) to provide continual support through the end of the school year with a follow-up conference within three days of each observation.
- B. Final Evaluation Form/conference (~~Form 3~~ Progress Adviser – see End of Year Preparation, page 11 of Appendix D) must be completed by March 1. Continuation of PAR shall be determined at a conference with the certificated employee and the employee's site administrator.

*In accordance with Association of Coronado Teachers Agreement

Flowchart of Peer Assistance Review Program



LIST OF RESOURCES FOR AN IMPROVEMENT PLAN

Peer mentor, mentors and programs offered through SDCOE, release time to observe peer educators, etc.

V. SIGNIFICANT TRANSITION IN ASSIGNMENT - SUPPORT PLAN

A support plan may also be initiated using Form 1- Progress Adviser to list goals and objectives by the employee and/or site administrator to aid in strengthening instructional competence in a new and/or different assignment or for professional growth by an experienced teacher.

VI. ACTION PLAN - EVIDENCE OF PROFESSIONAL PRACTICE

Since some goals are not directly observable the list below are some recommendations an employee may use to provide evidence regarding progress in completing a goal. Goals may be written to improve student learning and/or instructional leadership using alternative evidence or evidence in addition to a documented observation of professional practice for experienced teachers as well as for other teachers (with administrator approval) as listed below:

- Optional formal observations*
- Informal observations/evaluation/conference
- Portfolio
- Continuing education plan
- Peer collaboration (peer coaching)
- Staff generated project
- Classroom action project
- Self-reflective journal
- Video lessons with peer reviewer
- Curriculum development
- Presentations/sharing to other staff
- Teacher choice or administrator recommendation
- Other

DEFINITIONS

Formal Observation: Scheduled observation with the certificated employee in which the administrator visits the classroom to document teaching practice, student engagement and the classroom environment. A Formal Observation is followed by a conference, within three days, with the certificated employee.

Informal Observation: This observation may be a walk-through of the classroom, an impromptu visit without previous scheduling.

Series of Observations – Scheduled and unscheduled opportunities to observe numerous times throughout the school year using shorter increments of time.

RESOURCES

CSTP 2009

CONTINUUM OF TEACHING PRACTICE

PROGRESS ADVISER <https://secure.progressadviser.com/pa/app/>

Certificated Employees

1. Log on to Progress Adviser
2. Go to My Place
3. Click on Formal Self Review – you will see the goals you wrote in August.
4. You will use the comment boxes below each of your goals to complete the summative evaluation goals and reflection (Form 1) information.

➤ **SMART Goal-Student Achievement (30%) - CSTP 5**

Use the comment box to summarize the extent and degree to which you accomplished your SMART goals and explain the outcomes. Specify how your teaching strategies impacted student

END OF THE YEAR – PREPARATION FOR FINAL EVALUATION OF GOALS AND REFLECTION
(Please refer to Evaluation Timeline regarding due date of the Final Evaluation.)

achievement. (Provide supporting documentation at the summative evaluation meeting.)

➤ **CSTP goals (70%)**

Use the comment box(es) to summarize the extent and degree to which you accomplished your goal(s), and explain the outcomes. Specify how your professional practice improved.

5. You will then **rate yourself on each of your goals** by marking the CTP ranking (Emerging – Innovating). You may rate all of the CSTPs. (Please work with your site administrator regarding the rating of CSTPs.)
6. Scroll to the bottom of the formal self-review page and use the overall comment box to document the following:
 - **EMPLOYEE'S PLAN FOR SUBSEQUENT GROWTH:** Share your future goals, professional development, etc.
 - **OVERALL REFLECTION:** Reflect upon and state the extent and degree that this evaluation process enhanced your professional growth.
7. Click on Submit Formal Self-Review.
 - Please submit this self-review by _____ date or 5 days before our meeting.



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<p>SEVEN YEARS OR MORE EXPERIENCE IN THE PROFESSION WITH TENURE</p>	<p>EXPERIENCED CERTIFICATED EVALUATION 2 Goals (Form 1 due September 30) 1 Formal observation or a series (3 or more) informal observations* (Form 2 every other year due February 15) Final Evaluation (Form 1 due May 1)</p>	<p>CERTIFICATED IMPROVEMENT PLAN AND PEER ASSISTANCE AND REVIEW EVALUATION PROGRAM 1 or more Goals (Form 3 due September 30) 3 Formal observations (Form 2 due 10/15, 11/15 and 2/1) Final Evaluation (Form 3 due March 1)</p>
<p>THREE TO SIX YEARS OF EXPERIENCE IN THE PROFESSION WITH TENURE (An experienced certificated staff member who has successfully completed two years of service in CUSD and has a minimum of four (4) years of experience in the profession may move directly to the Experienced Certificated Evaluation process with an evaluator's approval.)</p>	<p>INTERMEDIATE CERTIFICATED EVALUATION 3 Goals (Form 1 due September 30) 1 Formal observation (Form 2 yearly – due December 1) Final Evaluation (Form 1 due May 1)</p>	
<p>FIRST AND SECOND YEAR CERTIFICATED EMPLOYEES (New to the district)</p>	<p>NEW CERTIFICATED STAFF ASSISTANCE AND EVALUATION PROGRAM 6 Goals (Form 1 due September 30) 3 Formal observations (Form 2 due 10/30, 12/10 and 4/15) Final Evaluation (Form 1 due March 1)</p>	

*Series of Observations- Scheduled and unscheduled opportunities to observe numerous times throughout the school year using shorter increments of time.

Use this 5/30/14

EVALUATION TIMELINE

Certificated Staff, Years 1 & 2

Goals and Conference due September 30 Form 1
Classroom Observation Due October 30 Forms 2 and 2A*
Classroom Observation due December 10 Forms 2 and 2A*
Admin. distributes Forms 1 and 2 to access staff reflection on Feb. 1
Forms 1 and 2 due to admin. Feb. 11.
Conference re. Evaluation Summary completed between Feb. 12 and Feb. 28
Final Form 1 due March 1
Final Form 2 due April 15

* Follow up conference in three days

Intermediate Certificated Staff, 3-6 years of experience with tenure

Goals and Conference due September 30 Form 1
Classroom Observation due December 1 Forms 2 and 2A*
Admin. distribute Forms 1 and 2 accessing staff reflection on March 1.
Staff reflection to admin before conference
Conference re. Evaluation Summary by May 1
Final Forms 1 and 2 due May 1

Experienced Certificated Staff, 7 or more years of experience with tenure

Goals and Conference due September 30 Form 1
Every other year Classroom Observation/Series due February 15 Last name A-M 2014-15 Last name N-Z 2015-2016 Form 2 and 2A*
Admin. Distribute Forms 1 and 2 accessing staff reflection on March 1.
Staff reflection to admin. Before conference
Conference re. Evaluation Summary by May 1
Final Forms 1 and 2 due May 1

Form 3 Improvement Plan

Goals and Conference due September 30 Form 3
Classroom Observation due October 15 Forms 2 and 2A *
Classroom Observation due November 15 Forms 2 and 2A *
Classroom Observation due December 15 Forms 2 and 2A *
Classroom Observation due February 1- Forms 2 and 2 and
Admin. distribute Forms 2 and 3 accessing staff reflection on Feb. 1
Forms 2 and 3 due to admin. Feb. 11.
Conference re. Evaluation Summary completed between Feb. 12 and Feb. 28
Final Forms 2 and 3 due March 1

FORM 1 - EVALUATION GOALS & FINAL REFLECTION

NAME COURSE/SUBJECT/GRADE LEVEL SCHOOL/DEPARTMENT SCHOOL YEAR	TEACHER STATUS (mark as many as apply) <input type="checkbox"/> New <input type="checkbox"/> Teacher Induction Program <input type="checkbox"/> Intermediate <input type="checkbox"/> Experienced <input type="checkbox"/> Transition in Assignment
------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- **New Certificated** (one to two years in the district) develop six (6) goals aligned to each CSTP - Due September 30
- **Intermediate Certificated** (three to six years of experience in the profession with tenure) develop at least three (3) goals aligned to the CSTPs – Due September 30
- **Experienced Certificated** (seven or more years of experience in profession with tenure) develop at least two (2) goals aligned to the CSTPs –Due September 30
- **Transition in Assignment** (changing grade levels, subject area or sites) use Form 1 to list goals or objectives to aid in strengthening instructional competence in a new or different teaching assignment - Due September 30

SMART Goal(s) (Specific, Measurable, Attainable, Relevant and Time-Bound, promote student learning and/or instructional leadership)	<p><u>TK-5 teachers develop one outcome based SMART goal in an area: Math or English Language Arts (ELA). An additional goal may be written in another content area.</u></p> <p><u>Teachers, grades 6-12 develop one outcome based SMART Goal focused on student achievement (CSTP 5).</u></p> <p>Sample - Based on (MAP and Compass Learning) data analysis with a focus on the (weakest strand in Mathematics), I will provide a (specific instructional strategy) for (100 %) of my students to increase (math) scores in the (weakest strand) by (5%).</p> <p>CSTP Goals/Objectives – Develop additional process focused goals aligned to the CSTPs 1, 2, 3, 4 and 6.</p>
Evaluation Criteria (How will the goals be evaluated?)	<p>Questions to ask to develop evaluation criteria. How will I monitor student achievement? What will I use to measure the impact of my teaching on students? What data will I show the evaluator?</p>

FORM 1 - EVALUATION GOALS & FINAL REFLECTION

Action Plan (Meetings with administration, peer observation, support providers, etc.)

If an experienced teacher's last name starts with A-M, the evaluation process will be completed during the 2012-2013, 2014-2015, 2016-2017 school years.

If the last name starts with N-Z the evaluation process will be completed during the 2013-14, 2015-2016, 2017-2018 school years. Experienced teachers may select either a series (3 informal observations) or one formal observation as the observation cycle.

Experienced Teacher Cycle of Evaluation

Experience Teacher's Last Name Starts With...

A-M 2014-2015, 2016-2017, 2018-2019, etc. (every other year)

N-Z 2015-2016, 2017-2018, 2019-2020, etc. (every other year)

Experienced teachers may select either a series (3 informal observations) or one formal observation as the observation cycle.

As an experienced teacher I select the following observation cycle.

- Series of Observations
- One Formal Observation

New Certificated - 1ST OBSERVATION due 10/30, 2ND OBSERVATION due 12/14, SUMMATIVE EVALUATION due March 1, 3RD OBSERVATION 4/15

Intermediate Certificated - ONE OBSERVATION due 12/1, SUMMATIVE EVALUATION due May 1

Experienced Certificated - ONE OBSERVATION OR A SERIES OF INFORMAL OBSERVATIONS due 2/15, SUMMATIVE EVALUATION due May 1.

Evaluator's Signature _____ Date _____
 _____ Evaluatee's Signature _____

SUMMATIVE EVALUATION OF GOALS AND REFLECTION
 Completed by employee and supervisor at the end of employee's yearly evaluation timeline

SMART Goal -- Student Achievement (30%)

Summarize the extent and degree to which you accomplished your SMART goal, and explain the outcomes. Specify how your teaching strategies impacted student achievement. **Provide supporting documentation.**

FORM 1 - EVALUATION GOALS & FINAL REFLECTION

Goals - CSTPs (70%)

Summarize the extent and degree to which you accomplished your goal(s), and explain the outcomes. Specify how your professional practice improved.

EMPLOYEE'S PLANS FOR SUBSEQUENT GROWTH

Share future goals, professional development, etc.

OVERALL REFLECTION

Reflect upon and state the extent and degree that this evaluation process enhanced your professional growth.

EVALUATOR'S OVERALL COMMENTS RELATING TO PERFORMANCE

SMART-Goal (30%) --- **Commendable (2), Satisfactory (1), Unsatisfactory (0)** --- **TOTAL SCORE** _____
 (Cite documentation provided by employee. Include needs-improvement/unsatisfactory areas.)

Goals - CSTPs (70%) --- **Emerging (1), Exploring (2), Applying (3), Integrating (4), Innovating (5)** --- **TOTAL AVERAGE SCORE** _____
 Based on evidence, the evaluator establishes an overall CTP level for each of the six CSTPs.
 Each CTP level for each CSTP is averaged to equal the total score for the CSTPs.

SMART-Goal (30%) --- **TOTAL SCORE** _____
Goals - CSTPs (70%) --- **TOTAL SCORE** _____
 Overall Total Score _____

At this time, the formula/metric for this calculation will be developed by June 30, 2014.

EVALUATOR'S OVERALL COMMENTS RELATING TO PERFORMANCE

(Include needs improvement/unsatisfactory areas.)

PLAN FOR IMPROVEMENT AS RELATED TO UNSATISFACTORY PERFORMANCE

Use this box only if the summative findings are Unsatisfactory (Does Not Meet Standard)

FORM 1 - EVALUATION GOALS & FINAL REFLECTION

- The summative findings of this evaluation indicate an overall rating of satisfactory performance.
- The summative findings of this evaluation indicate an overall rating of unsatisfactory performance.

A copy of this document will be placed in the employee's personnel file. The employee shall have a right to respond in writing to this evaluation. This response shall be attached to the evaluation prior to it being placed in your personnel file. If received within ten (10) working days after the receipt of the evaluation. If received after ten (10) days, it will be added to the personnel file when received by the District.

Evaluator's Signature _____ Date _____
Evaluatee's Signature _____ Date _____

FORM 2 - FORMATIVE (CSTP) BASED OBSERVATIONS FOR CERTIFICATED EMPLOYEES

NAME	SUBJECTS and/or GRADE LEVELS	SCHOOL and/or DEPARTMENT	SCHOOL YEAR
------	------------------------------	--------------------------	-------------

The Summative Observation Form provides a continuous summary of observations extending throughout an entire school year. All formal and informal observations will be documented on this summative form.

OBSERVATIONS AND COMMUNICATION/FEEDBACK	STATUS OF TEACHER	CONTINUUM OF TEACHING PRACTICE RATINGS
Date of Observation _____ Type of Communication (conference, e-mail, etc.) _____ Date _____ Date of Observation _____ Type of Communication (conference, e-mail, etc.) _____ Date _____ Date of Observation _____ Type of Communication (conference, e-mail, etc.) _____ Date _____ Date of Observation _____ Type of Communication (conference, e-mail, etc.) _____ Date _____	<input type="checkbox"/> TIP (TEACHER INDUCTION PROGRAM) <input type="checkbox"/> PROBATIONARY 1 <input type="checkbox"/> PROBATIONARY 2 <input type="checkbox"/> TENURED <input type="checkbox"/> IMPROVEMENT PLAN <input type="checkbox"/> YEAR 1 <input type="checkbox"/> YEAR 2	<ul style="list-style-type: none"> • Emerging • Exploring • Applying • Integrating • Innovating • Not Observed • Does not Meet Standard • Unsatisfactory (Unsatisfactory) requires an Improvement Plan – Form 3 EdCode 44664

INSTRUCTIONS: Use Progress Adviser to document Using observation data, document the Continuum of Teaching Practice (CTP) rating which best describes the performance of the employee for each element of the California Standards for the Teaching Profession (CSTP). If elements are marked unsatisfactory, documented evidence and comments must be included.

FORM 2 - FORMATIVE (CSTP) BASED OBSERVATIONS FOR CERTIFICATED EMPLOYEES

Standard	Indicator	Rating
1.1	Using knowledge of students to engage them in learning	
1.2	Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests	
1.3	Connecting subject matter to meaningful, real-life contexts	
1.4	Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs	
1.5	Promoting critical thinking through inquiry, problem solving, and reflection	
1.6	Monitoring student learning and adjusting instruction while teaching	

Standard	Indicator	Rating
2.1	Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully	
2.2	Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students	
2.3	Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe	
2.4	Creating a rigorous learning environment with high expectations and appropriate support for all students	
2.5	Developing, communication, and maintaining high standards for individual and group behavior	
2.6	Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn	
2.7	Using instructional time to optimize learning	

FORM 2 - FORMATIVE (CSTP) BASED OBSERVATIONS FOR CERTIFICATED EMPLOYEES

Standard Object: Understanding and Organizing Content for Student Learning	CSTP Rating	Comments
3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks		
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter		
3.3 Organizing curriculum to facilitate student understanding of the subject matter		
3.4 Utilizing instructional strategies that are appropriate to the subject matter		
3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students		
3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content		

Standard Object: Understanding and Organizing Content for Student Learning	CSTP Rating	Comments
4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction		
4.2 Establishing and articulating goals for student learning		
4.3 Developing and sequencing long-term and short-term instructional plans to support student learning		
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students		
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students		

Standard Object: Assessing Student Learning	CSTP Rating	Comments
5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments		

FORM 2 - FORMATIVE (CSTP) BASED OBSERVATIONS FOR CERTIFICATED EMPLOYEES

5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction		
5.3 Reviewing data, both individually and with colleagues, to monitor student learning		
5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction		
5.5 Involving all student in self-assessment, goal setting, and monitoring progress		
5.6 Using available technologies to assist in assessment, analysis and communication of student learning		
5.7 Using assessment information to share timely and comprehensible feedback with students and their families		

Standard for Evaluation: Professional Education	Rating	Evaluator's Signature Date and Department
6.1 Reflecting on teaching practice in support of student learning		
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development		
6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning		
6.4 Working with families to support student learning		
6.5 Engaging local communities in support of the instructional program		
6.6 Managing professional responsibilities to maintain motivation and commitment to all students		
6.7 Demonstrating professional responsibility, integrity, and ethical conduct		

A copy of this document will be placed in the employee's personnel file. The employee shall have a right to respond in writing to this evaluation. This response shall be attached to the evaluation prior to it being placed in your personnel file. If received within ten (10) working days after the receipt of the evaluation. If received after ten (10) days, it will be added to the personnel file when received by the District.

Evaluator's Signature _____ Date _____
 Evaluatee's Signature _____ Date _____

FORM 2 - FORMATIVE (CSTP) BASED OBSERVATIONS FOR CERTIFICATED EMPLOYEES

5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction		
5.3 Reviewing data, both individually and with colleagues, to monitor student learning		
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Evaluator's Signature _____ Date _____
 Evaluatee's Signature _____ Date _____

FORM 2A PRE-OBSERVATION/ CLASSROOM OBSERVATION / POST CONFERENCE

Employee being observed:

Observer:

School/Assignment:

Subject Observed:

Date:

PRE-OBSERVATION

Teacher completes for administrator before observation is conducted.

1. Which standard(s) is/are addressed in your lesson?
2. At the end of the lesson what will you expect students to be able to do (what are your objectives)?
3. How did you determine need/readiness level for this lesson?
4. What would you like me to look for while observing?

CLASSROOM OBSERVATION

(This form is for the administrator observing and will be shared during post conference)

SCRIPTING:

CLASSROOM MANAGEMENT:

LESSON CONTENT:

LESSON DELIVERY:

COMMENTS/SUGGESTIONS:

Signatures: _____

Employee

Administrator

Date: _____

FORM 3 -- GOALS AND IMPROVEMENT PLAN

NAME		TEACHER STATUS
COURSE/SUBJECT/GRADE LEVEL		<input type="checkbox"/> Intermediate
SCHOOL/DEPARTMENT		<input type="checkbox"/> Experienced
SCHOOL YEAR		IMPROVEMENT YEAR
		(Circle)
		<input type="checkbox"/> Year One
		<input type="checkbox"/> Year Two

- List the California Standards for the Teaching Profession (CSTP) identified as areas in need of improvement.
- Complete Form-2-Progress Adviser (Highlight Elements and Standards which are the focus for improvement.)

CSTPs (Areas of Improvement)	
Goals/Objectives (should promote student learning and/or instructional leadership) Exemplars available from site administrator.	
Procedures and Resources for Improvement (courses, PAR, visitations, detailed lesson plans, etc.) Exemplars available from site administrator.	
Evaluation Criteria (SMART Goals – How will the goals be evaluated?) Exemplars available from site administrator.	
Action Plan (Meetings with administration, peer observation, support providers, videos...) Exemplars available from site administrator.	
List Dates for Formal Observations and Post-Conferences (1 ST OBSERVATION DUE 10/15, 2 ND OBSERVATION DUE 11/15, 3 RD OBSERVATION DUE 12/15, 4 TH OBSERVATION DUE 2/1). Follow up conferences scheduled within three days of each observation. Final Evaluation Form (Form-3 Progress Adviser) completed by March 1.	

FORM 3 - GOALS AND IMPROVEMENT PLAN

SUMMATIVE EVALUATION OF GOALS AND REFLECTION

Completed by employee and supervisor at the end of employee's yearly evaluation timeline.

GOALS/OBJECTIVES

Summarize the extent and degree to which you accomplished your SMART goals, and explain the outcomes. Specify how your teaching strategies impacted student achievement.

EMPLOYEE'S PLANS FOR SUBSEQUENT GROWTH

Share future goals, professional development, etc.

OVERALL REFLECTION

Reflect upon and state the extent and degree that this evaluation process enhanced your professional growth.

EVALUATOR'S OVERALL COMMENTS RELATING TO PERFORMANCE

(Include needs improvement/unsatisfactory areas.)

PLAN FOR IMPROVEMENT AS RELATED TO UNSATISFACTORY PERFORMANCE

Use this box only if the summative findings are Unsatisfactory (Does Not Meet Standard)

- _____ The summative findings of this evaluation indicate an overall rating of satisfactory performance.
- _____ The summative findings of this evaluation indicate an overall rating of unsatisfactory performance.

A copy of this document will be placed in the employee's personnel file. The employee shall have a right to respond in writing to this evaluation. This response shall be attached to the evaluation prior to it being placed in your personnel file. If received within ten (10) working days after the receipt of the evaluation. If received after ten (10) days, it will be added to the personnel file when received by the District.

Evaluator's Signature _____

Date _____

Evaluatee's Signature _____

Date _____

EVALUATION SUMMARY - SMART GOAL 30% - OBSERVATION 70%

NAME: _____

COURSE/SUBJECT/GRADE LEVEL: _____

SCHOOL/DEPARTMENT: _____

SCHOOL YEAR: _____

Calculation of teacher impact on student achievement and effective teaching practice are documented using student assessment data and classroom observations.

- The total score for the SMART Goal (teacher impact on student achievement) is documented on a scale of 0-4.
- The total score reflecting classroom observations is documented on the Continuum of Teaching Practice (CTP) scale of 1-5.

SMART Goal (30%) TOTAL SCORE _____

- Evaluator refers to and includes student achievement documentation provided by employee.

Goal(s) and performance on CSTPs (70%) TOTAL AVERAGE SCORE _____

- Based on evidence, the evaluator establishes an overall CTP level for each of the applicable CSTPs.
- Not every element of each CSTP needs to have a recorded CTP value placed in it in order to calculate an average score.
- Each marked CTP level for each CSTP is averaged to equal the total score for the CSTPs.

CSTP 1 – Engaging and Supporting All Students in Learning _____

CSTP 2 – Creating and Maintaining Effective Environments for Student Learning _____

CSTP 3 – Understanding and Organizing Subject Matter For Student Learning _____

CSTP 4 – Planning Instruction and Designing Learning Experiences For All Students _____

CSTP 5 – Assessing Students For Learning _____

CSTP 6 – Developing As A Professional Educator _____

Total Average on all CSTPs

SMART Goal (30%)		CTP (70%)	
Score	Criteria Determining Score	Score	Criteria Determining Score
0	0% students show measurable growth	1	Emerging
1	1%-25% students show measurable growth	2	Exploring
2	26%-50% students show measurable growth	3	Applying
3	51%-75% students show measurable growth	4	Integrating
4	76%-100% students show measurable growth	5	Innovating

Comments:

CSTP – California Standards for the Teaching Practice

CTP – Continuum of Teaching Practice

SMART – Specific, Measurable, Attainable, Relevant and Time-Bound

*This document will be integrated into Progress Adviser by May 2014.

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