

Agreement between the  
Newark Teachers Association  
and the  
Newark Unified School District  
2022-2025



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## PREAMBLE

A. Academic freedom is fundamental to education.

A.1 All instruction shall be fair, accurate, objective, and supportive to the age and maturity of the student(s), and sensitive to the community needs and the needs and values of our diverse cultures and heritages. The District acknowledges the need to protect unit members from any censorship or restraint, which interferes with the unit members' obligation to pursue truth in performance of his/her teaching functions.

A.1.1 A unit member shall have reasonable freedom in classroom presentations and discussions and may introduce political, religious or otherwise controversial material, provided that said material is relevant to the course content and within the scope of the law.

A.1.2 Within the bounds of Board policies and administrative regulations, adopted District curriculum, curriculum prescribed by the State of California and other legal requirements, unit members shall have discretion on their teaching methodologies.

A.2 There shall be support and free discussion of controversial topics relevant to the classroom and the adopted course of study. Good judgment shall be exercised by employees so as to allow equal expression of all sides involved however controversial. Teachers should lead and guide all discussions in an impartial manner and shall not advocate a particular political, religious, or controversial position.

A.3 A unit member shall be entitled to full rights of citizenship, and no religious or political activities, or lack thereof, of any unit member shall be used for purposes of evaluation or disciplinary action unless said activities violate local, state or federal law.

A.4 Employee discipline shall not be used to deny any individual his/her academic freedom rights.

## ARTICLE 1: AGREEMENT

- 1.1 This is an Agreement between the Board of Education of the Newark Unified School District, ("District") and the Newark Teachers Association/CTA/NEA ("Association") entered on the date set forth on the signature page.
- 1.2.1 This Agreement is entered into pursuant to Chapter 10.7, Sections 3540-3549.3 of the California Government Code, known as the Educational Employment Relations Act.

## ARTICLE 2: RECOGNITION

- 2.1 The District recognizes the Association as the exclusive representative for that unit of certificated employees in the following classifications:
  - 2.1.1 All full-time and part-time certificated classroom teachers, resource teachers, teachers on special assignment, counselors, school psychologists, speech clinicians, program specialists, librarians, school nurses, learning center teachers, department chairs, temporaries and substitutes on contract, and adult school teachers.
- 2.2 This unit shall exclude all other employees of the District as of the ratification date of this Agreement. Among those exclusions are all classified employees, all certificated employees not specifically included above, all confidential employees as designated by the District, and all management employees as designated by the District.
- 2.3 The District will inform, and upon request, consult with the Association (within the meaning of the last paragraph of section 3.3.2) about the creation of any new certificated classifications in the bargaining unit (i.e., one which is not included in section 2.1.1 above) and will provide the Association with a job description of the position consistent with the foregoing definition of consultation as soon as practical to do so.

### ARTICLE 3: ASSOCIATION RIGHTS

#### 3.1 The Association shall have the right to:

- 3.1.1 Represent employees in the certificated bargaining unit in accordance with state and federal law and have access at reasonable times to areas in which unit members' work.
- 3.1.2 Use designated institutional bulletin boards, mailboxes, electronic mail, fax machines, the Internet, and the District mail system, pursuant to Board Policy/Administrative Regulation 4040 (see Appendix N), at reasonable times for the posting or transmitting of information or notices. Copies of any bulletin or notice given general distribution to unit members or Association members will also be provided to the principal of the school(s) where distributed and to the Superintendent.
- 3.1.3 Use, without charge, of instructional facilities and buildings subject to Civic Center Act requirements.
- 3.1.4 The name, job title, department, work location, site phone extension, home address, personal email address and personal cellular telephone numbers (if on file with the District) of any newly hired employee within 30 days of the date of hire or by the first pay period of the month following hire. The District shall also provide the Association with a list of that information for all employees in the bargaining unit at least every 120 days.
- 3.1.5 Receive electronic notification of the availability of the agenda and attached materials 72 hours in advance of all regularly scheduled Board meetings and 24 hours prior to any special Board meeting. Receive electronic notification of all Board of Education regularly scheduled meeting dates. Public Board of Education materials not generally distributed shall be available to the Association upon reasonable request.
- 3.1.6 Designate a local site representative and alternate per Association by-laws. The Association shall notify the District of the designated site representatives by October 1 of each school year. The Association further agrees to notify the District within 15 days of any change in designated representative(s).
- 3.1.7 The Association shall be provided 20 days of Association Business Leave (ABL) for the president and/or president's designee(s) to conduct the lawful business of the Association. The Association shall be granted a total of 20 additional days of paid leave (ABL) for which the Association (NTA or CTA) shall reimburse the District for the actual cost of providing a substitute at the daily substitute rate or the actual cost whichever is lower. ABL shall be reported through normal District leave reporting procedures. The Association shall provide the District within 30 days of ratification of this Agreement with the name(s) of its officer(s) or agent(s) permitted to utilize or authorize this leave. Association Leave shall be utilized subject to normal District leave request and reporting procedures and upon at least five (5) work days prior notice to the District, except in cases where unforeseen circumstances prevent such notice, in which case, the notice shall be provided as soon as possible.

3.1.8 The right of payroll deduction for payment of organizational dues shall be accorded to the Association. Association membership dues and associated fees, upon formal written request from the Association to the District, shall be increased or decreased without re-solicitation and authorization from unit members.

The District shall deduct from the pay of Association members and pay to the Association the normal and regular monthly Association membership dues/fees as voluntarily authorized in writing by the unit member on an Association approved form subject to the following conditions:

3.1.8.1 Such deductions will be made upon submission to the District by the Association a list of unit members who have duly completed and voluntarily executed the Association approved membership dues deduction authorization form.

3.1.8.2 The District shall not be required to implement any new or changed dues deduction until the pay period commencing 20 days or more after submission.

3.1.8.3 With respect to all sums deducted by the District pursuant to this Article, the District agrees promptly to remit such monies to the Association accompanied by an alphabetical list of unit members for whom such deductions have been made.

3.1.8.4 The Association agrees to furnish any information needed by the District to fulfill the provisions of this Article. The parties agree that membership – adding new members, maintaining current members, or dropping members who complete the process with the Association to do so – is entirely a function of the Association, and no part of this Agreement may interfere with the Association membership process.

3.1.8.5 The Association agrees to pay reasonable legal fees and legal costs incurred by the District in defending against any court action or administrative proceeding challenging the legality or constitutionality of this Article or the implementation thereof, and to pay any judgment or settlement arising out of such action or proceeding: provided that the Association shall have the right to decide and determine whether any such action or proceeding shall or shall not be compromised, resisted, defended, tried or appealed.

3.1.9 On two Mondays per month, Association Executive Board members, designated site representatives and NTA committee chairs shall be allowed to leave their sites at 3:30 p.m. to attend NTA meetings held outside the District.

## 3.2 Presidential Service Leave

3.2.1 The District annually shall grant Presidential Service Leave (PSL) to the Association President or up to two Association Co-Presidents. Annual PSL shall not exceed one half (1/2) of one Full Time Equivalent (FTE). If the

Association requests more or less than a leave of one half (1/2) of one FTE, whether or not the Association has a President or Co-Presidents, the District and the Association shall mutually agree in writing upon the proportions of leave. Such agreement shall be applicable to one academic year only. If the proposed release time schedule is other than consecutive hours, the release time schedule will be determined between the District and the Association. If these parties cannot reach agreement, the release time schedule shall be determined by the Superintendent/designee and the Association President.

3.2.2 Each year, within ten (10) school days of the certified NTA election results, the Association shall notify the District as to the percentage FTE of PSL the Association will use during the following school year.

3.2.2.1 The District shall notify the Association within thirty (30) days of the Association's request of any difficulties in locating a qualified replacement and the Association shall collaborate with the District to resolve the problem.

3.2.3 Presidential Service Leave shall be with pay. The Association shall reimburse the District the PSL percentage of one Full Time Equivalent (FTE) at the cost of a unit member whose salary is Column 1, Step 1 of the Certificated Salary Schedule plus salary driven costs by June 30<sup>th</sup> of the current school year.

3.2.4 The person(s) on PSL shall be entitled to participate in health and welfare benefit plans on the same basis as full-time employees and suffer no loss of seniority or retirement credit.

3.2.5 Upon expiration of the period of leave, persons shall be returned from PSL in accordance with Section 11.1.5 below.

### 3.3 Right to Consult

"Consultation" as used in this Agreement shall be defined as follows: Discussions which provide each party with a meaningful opportunity to materially impact, influence and shape decisions before they are made. This consultation does not limit any of the rights contained in Article 4.

The Association has the right to consult on the definition of educational objectives, the determination of the content of courses and curriculum to the extent such matters are within the discretion of the District under law.

3.3.1 The District shall give timely written notice to the Association, including a reasonable timeline within which a response is required, on matters subject to consultation, including those matters listed in section 3.3.2.

3.3.2 Upon the timely response of the Association, the District agrees to consult when the District is contemplating any of the following:

3.3.2.1 a change in the curriculum and/or course content;  
3.3.2.2 the selection of textbooks;

- 3.3.2.3 In-service training or staff development, whether provided on a staff development day or on a shortened day which is dedicated to this purpose:
- 3.3.2.4 the adoption of a comprehensive student assessment program including the use of technology;
- 3.3.2.5 a change in elementary preparation period curriculum specializations; and
- 3.3.2.6 accounting of student instructional minutes.
- 3.3.3 The Association shall be notified by the District of the intention of the District to review, revise, or create any of the above prior to any committee work being started.
- 3.3.4 The Association shall be consulted on the composition of District committees providing the consultation services listed above. The District will inform the Association of any changes in the committee composition so that the Association may submit suggested replacement members.
- 3.3.5 The Association shall be provided with a list of all district-level committees and their composition annually, as soon as feasible.

#### 3.4 Site Communication Procedures

- 3.4.1 The parties agree that two-way communication and discussion of unit members and administrators' concerns which may arise from time to time over school level policies and procedures is to be encouraged. Each school site shall determine the means and methods by which to accommodate two-way communication and discussion of school level policies and practices contemplated by this article.
- 3.4.2 The purpose of two-way communications between teachers and site administration is to resolve informally and expeditiously as possible concerns that impact the District's educational program; the ultimate goal of the forum is program improvement.

#### 3.5 Curriculum Council

Except as stated below, nothing contained herein shall be interpreted as changing past practice with respect to the Curriculum Council.

The parties agree that the Association will appoint three (3) unit members to the Curriculum Council. One of these appointees will come from the elementary schools, one from the junior high school and one from the high school. The parties further agree that the bylaws for the Curriculum Council will reflect these agreements.

#### 3.6 New Employee Orientation

- 3.6.1 During the beginning of the year new employee orientation, Association representatives are invited and given time within the orientation to address and communicate with new certificated staff.
- 3.6.2 The Association all receive not less than 10 days' notice in advance of the foregoing orientation, except that a shorter notice may be provided in a

specific instance where there is an urgent need critical to the employer's operations that was not reasonably foreseeable.

- 3.6.3 The Association shall be given 60 minutes to address, communicate with, and distribute CTA and NTA related literature of its choice to new certificated staff who are in attendance.
- 3.6.4 The Association shall have access to available audio-visual equipment for presentation purposes.
- 3.6.5 Individual/Group Orientations: Orientation sessions may also include individual (one-on-one) new hire meetings with a Human Resources representative and/or group orientation sessions for employees hired during the school year.
  - 3.6.5.1 The District shall give the Association notice as soon as possible following the hiring decision. An Association representative shall be given up to 30 minutes following the onboarding process to conduct an orientation session. If this occurs during the representative's work day, such time shall be scheduled, if feasible, during the representative's non-duty/non-instructional time in order to prevent/minimize disruption to normal work operations.
- 3.6.6 The Association membership packet provided by the Association to the District shall be included in District orientation materials provided to newly hired certificated employees.
- 3.6.7 As used in this section, all references to certificated employee(s) refer(s) only to those who are included in the bargaining unit represented by the Association (see Article 2).



#### ARTICLE 4: DISTRICT RIGHTS

- 4.1 It is understood and agreed that the District retains all of its powers and authority to direct, manage and control the organization to the full extent of the law. Such duties and powers include, but are not limited to the following: to determine its organization; direct the work of its employees; determine the times and hours of operation; determine the type and level of service to be provided and the method and means of providing them; establish its educational policies, goals and objectives; insure the rights and educational opportunities of students; determine staff patterns; determine the number and type of personnel required; maintain the efficiency of District operation; determine the curriculum, build, move or modify facilities; establish budget procedures and determine budgetary allocations; determine the methods of raising revenue; contract out work as legally allowed under the Education and Government Codes; and, take action on any matter in the event of an emergency. In addition, the District retains the right to hire, assign, classify, evaluate, promote, terminate and discipline employees.
- 4.2 The exercise of the foregoing powers, rights, authority, duties and responsibilities by the District, the adoption of policies, rules, regulations and practices in furtherance thereof, and the use of judgment and discretion in connection therewith, shall be limited only by the specific and express terms of this Agreement, and then only to the extent such specific and express terms are in conformance with the law.

## ARTICLE 5: GRIEVANCE AND ARBITRATION PROCEDURE

### 5.1 General Provisions

- 5.1.1 A grievance is defined as a formal written statement by a unit member or the Association alleging that the District has violated a term of this Agreement.
- 5.1.2 Should the Association's right to grieve be overturned, the parties agree to meet and negotiate this provision.
- 5.1.3 A formal grievance shall be initiated in writing on the form produced by the District and approved by the Association, and shall be filed with the immediate supervisor. A copy of the form will be sent to the Association.
- 5.1.4 The respondent in all cases shall be the District itself rather than any individual. Except at Level 1, the District may be represented by a person of its choice. The filing or pendency of a grievance shall not delay or interfere with the implementation of any District action during the processing thereof.
- 5.1.5 A "day" is a day in which the central administrative office of the District is open for business.
- 5.1.6 There shall be days of abeyance during which the grievance time line will stop if requested by either the grievant or the District. Days of abeyance are the Thanksgiving, Winter and Spring breaks and school holidays; however, summer recess only by mutual agreement.

### 5.2 Informal Level

Before filing a formal written grievance, the grievant shall attempt to resolve the matter by means of an informal conference with his/her immediate supervisor. The immediate supervisor shall schedule a meeting with the grievant within three (3) days of the request for the meeting.

### 5.3 Level 1

- 5.3.1 If the matter is not resolved informally, the grievant may, within 20 days after the occurrence of the act or omission giving rise to the grievance or within 20 days after the grievant could reasonably have known of the act or omission, present his/her grievance in writing to the site administrator.
- 5.3.2 The written statement shall be a clear, concise statement of the grievance, including the specific provisions of this Agreement alleged to have been violated, the circumstances involved, the date of the informal conference, and the specific remedy sought.
- 5.3.3 Either party may request a personal conference with the other party. There shall be a conference between the site administrator and the grievant if it is requested. The site administrator shall communicate a decision to the unit member in writing within 10 days after receiving the grievance and such action will terminate Level I.

#### 5.4 Level II

- 5.4.1 In the event the grievant is not satisfied with the decision at Level I, the grievant may appeal the decision in writing to the Superintendent within 10 days after termination of Level I.
- 5.4.2 This statement shall include a copy of the original grievance, the decision rendered at Level I, and a clear, concise statement of the reasons for the appeal. Either the grievant or the Superintendent or designee may request a personal conference and a conference shall be held.
- 5.4.3 The Superintendent or designee shall communicate a decision within 15 days after receiving the appeal and such action will terminate Level II.
- 5.4.4 If a grievance arises from action or inaction of the District based on a decision at a level above the principal or immediate supervisor, the grievant shall submit such grievance in writing directly to the Superintendent and the Association with the processing of such grievance to commence at Level II. Such submission of the grievance to the Superintendent shall be made within twenty (20) days after the grievant could reasonably have known of the act or omission.

#### 5.5 Arbitration Procedure

- 5.5.1 If the grievant is not satisfied with the decision at Level II, or the Superintendent or designee has not made a timely response, he/she may, within 10 days after the termination of Level II, request in writing that the Association submit the grievance to binding arbitration.
- 5.5.2 If the Association desires to arbitrate the grievance, it shall give written notice to the District within 25 days of the termination of Level II.
  - 5.5.2.1 It is expressly understood that the only matters which are subject to binding arbitration are grievances which were processed and handled in accordance with the limitations and procedures of this Article. Processing and discussing the merits of an alleged grievance by the District shall not constitute a waiver by the District of a defense that the dispute is not grievable.
  - 5.5.2.2 At its option, the Association may suggest mediating the grievance at the same time notifying the District that it is submitting the grievance to binding arbitration. If the district agrees, then mediation will proceed during the same time as the arbitration selection process. The parties, mindful of the cost of canceling an arbitration hearing, will proceed as rapidly as possible to secure a mediator to hear the dispute and assist the parties in reaching a mutually acceptable conclusion. It is further agreed and understood by the parties that the initiation of mediation and/or the completion of mediation shall be parallel to the arbitration process and in no way interfere with the arbitration process.

### 5.5.3 Selection of Arbitrator

- 5.5.3.1 Following notice to proceed to arbitration and if the District and the Association cannot agree within five (5) days on an individual to serve as arbitrator, they shall request an odd numbered list of experienced individuals from the State Mediation and Conciliation Services, or the American Arbitration Association. The individual shall be selected using the procedures of the agency.
- 5.5.3.2 Upon mutual agreement of the District and the Association, the arbitration shall proceed under the expedited rules of the American Arbitration Association and the arbitrator shall be notified of the request for expedited arbitration.
- 5.5.3.3 Without agreement to proceed under expedited arbitration rules; the dispute shall be arbitrated pursuant to the voluntary Labor Arbitration Rules of the American Arbitration Association and the provisions of this Agreement. The arbitrator's decision shall be in writing and shall set forth his/her findings of fact, reasoning and conclusions on the issues submitted.

### 5.5.4 Motions to Dismiss

- 5.5.4.1 If a claim is raised as to the arbitrability of a grievance as a result of a violation of the terms of this Article, such claim shall be ruled on first by the arbitrator. At its option, and without prejudice, the District may have such a claim heard along with the merits of the case.

### 5.5.5 Limitations upon the Arbitrator

- 5.5.5.1 The decision of the arbitrator shall be based solely upon the evidence and arguments presented to him by the respective parties in the presence of each other, and upon arguments presented in briefs. The arbitrator shall have no power to alter, amend, change, add to, or subtract from any of the terms of this Agreement, but shall determine only whether or not there has been a violation of an express term of this Agreement in the respect alleged in the grievance. In determining whether the District has violated an express term of this Agreement, the arbitrator's standards of review shall be limited to whether the District has acted in an arbitrary, capricious, or discriminatory manner.
- 5.5.5.2 This Agreement constitutes a written agreement under Section 3540.1(h) of the Educational Employment Relations Act, Labor Code Section 1126 and other laws of the State of California. The arbitrator shall not have authority to decide any issue not within the submission, and shall determine the intent of the parties by applying generally accepted rules of contract construction. Past practice may be considered, but shall not modify clear terms of the agreement. The arbitrator

shall be without power or authority to add to, delete from, or modify the terms of this Agreement.

5.5.6 The decision of the arbitrator shall be in writing and be final and binding on the parties and shall be submitted to the Superintendent and the Association.

5.5.7 Expenses

5.5.7.1 Each party shall bear the expenses of the preparation and presentation of its own case; all other fees and expenses of the arbitration proceedings shall be shared equally by the parties.

5.5.8 The parties will work together to schedule hearings and witness participation so as to minimize the impact on the District's and the Association's finances, operations and educational services.

5.6 Representation

5.6.1 An individual unit member shall have the right to process his/her grievance without intervention by the Association, provided that the District shall not agree to a resolution of the grievance until the Association has received a copy of the grievance and the proposed resolution, and has been given the opportunity to file a response. The Association shall file its response, if any, within 10 days of receipt of the proposed resolution.

5.7 Group Grievances

5.7.1 Should the Association and the District feel that the significant characteristics of a number of individual grievances are sufficiently alike that it would be in the best interest of time to hear this group of grievances as one, they may mutually agree in writing to do so. In such instances, a group grievance shall be submitted to Level II.

5.8 Reasonable Release Time

5.8.1 Grievance meetings will normally be scheduled by the District so as not to conflict with a unit member's classroom duties. However, if this is not possible, reasonable release time will be provided the grievant, the site representative or another representative of the Association for purposes of processing a grievance.

5.9 Confidentiality

5.9.1 The District and the Association shall be respectful of the privacy of all parties to a grievance and shall process the grievances and all information pertaining to them discretely. However, nothing in this Article shall preclude the District or the Association from truthfully reporting on the parties' respective positions regarding grievances, the status of grievance proceedings, and the outcome or settlement of grievances.

5.10 No Reprisal

- 5.10.1 There shall be no reprisal against a unit member for filing a grievance or assisting a grievant in the above procedure.

5.11 Grievance Files

- 5.11.1 The District's records dealing exclusively with the filing and processing of a grievance shall be maintained separately from the grievant's personnel file. All records used in this grievance procedure which may have come from personnel files maintained by the District will be returned to those files without indication that they had been used in this grievance procedure.

5.12 Failure to Meet Time Limits

- 5.12.1 If a grievance is not processed by the grievant in accordance with the time limits set forth in this Article, it shall be considered settled on the basis of the decision last made by the District. If the District fails to respond to the grievance in a timely manner at any level, the running of the time limit shall be deemed a denial of the grievance and termination of the level involved, and the grievant may proceed to the next step.
- 5.12.1.1 Time limits hereunder may be lengthened or shortened in any particular case only by mutual written agreement between the parties or their authorized representatives.
- 5.12.1.2 The parties will attempt, in good faith, to adjust time limit problems which occur above Level I as a result of the summer recess.

## ARTICLE 6: WORK YEAR

- 6.1 The standard work year for unit members shall be 186 days, comprised of 180-student contact days, three (3) non-student contact teacher workdays, and three (3) Staff Development days.
- 6.2 For any unit member whose position includes a standard work year more than 186 days, the work year calendar incorporating these additional days shall be established by the supervisor in consultation with the affected employees by the end of the preceding work year. Unit member attendance on all work days is equally mandatory regardless of purpose and any absences must be reported on Aesop by 7 a.m.
  - 6.2.1 Except as otherwise agreed upon by the parties and the affected employees, the standard work year for Counselors, Lead Teacher, Program Specialists, Psychologists and School Nurses shall be the equivalent of ten (10) days (75 hours) more than the standard work year/work days of the unit members as set forth in section 6.1 (equivalent to 196 work days). The scheduling and recordation of these additional days/hours shall be in consultation with the employees' supervisor(s).
  - 6.2.2 Speech Therapists and Librarians may be assigned up to ten (10) additional duty days beyond the standard work year as provided for in 6.1 above during each year of this Agreement with additional compensation provided on a per diem basis.
  - 6.2.3 The standard work year for teachers assigned as department chairs and activity director shall be two (2) days more than the standard work year for unit members as set forth in section 6.1 (Total 188 work days.)
- 6.3 The work year for new unit members shall be the standard work year for unit members set forth in section 6.1 plus one (1) additional day. Any other additional days, for new unit members shall be determined by mutual agreement of the District and the Association and shall be paid per diem.
- 6.4 By mutual agreement part-time unit members may provide days of service less than those provided herein.
- 6.5 As used in this section, "calendar" refers to the unit member work year calendar. Calendars shall be implemented in three-year cycles and mutually negotiated in the second year of each cycle subject to the following provisions:
  - 6.5.1 If an agreement cannot be reached by any calendar committee during a three-year cycle, the District and Association agree that this shall terminate the current three-year adoption cycle with the understanding that there will remain one more year under the previous calendar agreement.
  - 6.5.2 All negotiated calendar agreements are submitted to ratification by the NTA Representative Council and the NUSD Board of Education. If ratification is not achieved, the parties agree to meet and negotiate as soon as is practical.
  - 6.5.3 Calendars for each pending cycle shall be negotiated with the understanding that such negotiations shall be concluded by June 1<sup>st</sup> of the third year in a

cycle. If negotiations are not completed by June 1<sup>st</sup>, then the calendar for the current (third) year shall be adopted for the succeeding year.

- 6.5.4 If for an emergency reason a site or sites are closed for a day or more and the District would lose Average Daily Attendance (ADA) revenue as a result of the closure, the Association and District agree to the following:
  - 6.5.4.1 The District will make every effort to obtain a waiver from the State in accordance with established procedures.
  - 6.5.4.2 If the waiver request is denied, unit members at the involved site or sites shall, if directed by the District, provide the number of additional days of service which would allow the District to receive 180 A.D.A. revenue generating days for each of the sites involved. Any such additional service shall be without additional compensation.
  - 6.5.4.3 If any additional days are needed, they shall be scheduled by the District only after consultation with the Association.
- 6.6 Teachers will be free to spend the first workday of the school year in their classrooms except that, if there are no professional development days prior to the first student instructional day, the site administrator may call a mandatory one-hour site meeting which unit members are required to attend.
- 6.7 Unit members who are required by the District to perform additional duties or attend meetings, trainings or professional activities outside of the standard work year (as defined in sections 6.1 through 6.5) shall be compensated at the per diem rate. Unit members who engage in any of these activities outside of the standard work year (as defined) on a voluntary basis shall be compensated at the hourly rate set forth in section 13.6.4.



## ARTICLE 7: WORK DAY

- 7.1 The workday shall be structured and directed by the immediate supervisor subject only to the provisions of this Article.
  - 7.1.1 Instructional Day: The instructional day shall be the time prescribed by the District and/or the State of California for the instruction of pupils, as set forth in this Article.
  - 7.1.2 Instructional minutes:
    - 7.1.2.1 The maximum daily amount of pupil instructional time provided by unit members teaching Transitional Kindergarten (TK) and Kindergarten shall not be less than 203 minutes. TK and Kindergarten instructional minutes shall be equal throughout the District and in alignment with the Education Code. TK and Kindergarten dismissal time will be four hours after the start of the student instructional day until the Friday of the week in which the fifteenth instructional day occurs. Thereafter, Kindergarten dismissal will be at the same time as all other students at the school site.
    - 7.1.2.2 The maximum daily amount of pupil instructional time provided by the unit members teaching in grades TK through 5 shall be 327 minutes
    - 7.1.2.3 The maximum daily amount of pupil instructional time provided by unit members teaching in grades 6 through 12 shall be an average of 368 minutes including passing time for the school year.
- 7.2 The regular work day for full-time unit members except as provided in Sections 7.3 and 7.4 shall be seven hours (7) hours and thirty (30) minutes. The workday shall include a duty free lunch period equal to 30 minutes or the student lunch period, whichever is longer. During lunch, brunch, and preparation periods, unit members may elect to leave their worksite subject to prior approval of the site administrator(s)/designee, which shall not unreasonably be withheld.
  - 7.2.1 The beginning and ending times of the work day may be mutually agreed upon by the individual unit member and the immediate supervisor as long as the work day does not exceed the amount provided for in Section 7.2 and conforms to the scheduled staff meeting times as included in the site/department Meeting Calendar.
    - 7.2.1.1 The beginning of the work day shall begin ten (10) minutes before the start of the instructional day.
    - 7.2.1.2 Unit members may be allowed to leave before the end of the contract day with agreement of their immediate supervisor if they have completed a work day equal to seven (7) hours and thirty (30) minutes, provided all instructional minutes, and attended all required meetings. This section is intended to apply only to sporadic circumstances as needed and not for a

regular or ongoing change in daily schedule. On this basis, approval shall not be unreasonably withheld.

- 7.2.1.3 Unit members assigned to grades six (6) through twelve (12) shall have a minimum break of 15 minutes from the start of brunch to the initial passing period bell.
  - 7.2.1.4 Break time/supervision duty for unit members assigned to grades TK through five (5) shall be equitable across all elementary school sites.
  - 7.2.1.5 Members shall have access to their work space between the hours of 7AM and 5PM on all scheduled work days.
- 7.2.2 Unit members who are required by the District to perform additional duties or attend meetings, trainings or professional development activities before or after the regular work day (as defined in section 7.2) shall be compensated at the hourly rate (see section 13.6.4). This section applies to staff meeting hours that exceed the amount specified in section 7.13.2. This section does not apply to adjunct duties (as defined in section 7.15).
- 7.2.3 Unit members who supervise field trips that are not overnight, which extend beyond the contracted workday due to unforeseen circumstances beyond any individual's control (e.g. acts of god, mechanical breakdown, unanticipated traffic, etc.), shall be compensated at the hourly rate. The extended time will be time carded.
- 7.2.4 Unit members who supervise district sponsored overnight field trips/activities shall receive a stipend of \$200 per night.
- 7.3 Program Specialists, Psychologist, Counselors, District Nurse, Librarian, and non-traditional certificated staff shall discuss with the site administrator or immediate supervisor to create a schedule for the seven (7) hours and thirty (30) minutes work day, to include specific times in regards to start, end, break, and duty-free thirty (30) minute lunch.
  - 7.3.1 The total number of hours per day provided by the librarian shall be the same as the teachers. However, the librarian shall provide service for 15 minutes beyond the teacher workday; to compensate, the librarian duty free lunch shall be extended 15 minutes beyond the teacher lunch period.
  - 7.3.2 The regular work day for teachers assigned as department chairs shall be eight (8) hours and thirty (30) minutes. This work day includes a 30-minute duty free lunch or the student lunch period, whichever is longer.
- 7.4 Unit members on special assignment will provide service pursuant to a special contract.
  - 7.4.1 No teacher in grades 6-12 shall be assigned to more than five (5) periods per day without the written permission of both the teacher and the Association.
    - 7.4.1.1 Unit members shall be given first consideration for the assignment of a sixth period. Unit members working a sixth period of instruction (6/5ths) shall be paid an additional

- twenty percent (20%) of their salary for the length of this assignment.
- 7.4.1.2 Every effort will be made to limit the number of six period assignments to one section per department.
  - 7.4.1.3 Every effort shall be made to ensure that teachers new to the profession not be assigned to more than five (5) periods.
  - 7.4.1.4 The Activity Director shall be assigned no more than three (3) periods of instruction.
- 7.4.2 Special contracts for teachers on special assignment shall be in writing and shall include a job description prepared by the District in consultation with the Association.
- 7.4.2.1 Special assignments shall be full-time, part-time, or hourly based on the needs of the District and the availability of funding. The hours of part-time and hourly special assignments shall be agreed upon by the District and the teacher with the concurrence of the Association.
  - 7.4.2.2 Special assignments may be for any period of time up to one school year or a period of time mutually agreed upon by the District and the teacher with the concurrence of the Association.
  - 7.4.2.3 The special contract shall specify compensation and other appropriate terms.
- 7.4.3 Reasonable advance notice (prior to posting) shall be provided to the Association.
- 7.4.4 The evaluation procedures for each teacher on special assignment shall be agreed upon by the District and the teacher with the concurrence of the Association.
- 7.4.5 Special assignments resulting from the receipt of grant monies may be given to the author of the grant application and related paperwork provided there is a single author. The posting procedures shall not apply to such special assignments.
- 7.5 Part-time unit members shall, consistent with their FTE, provide service for less than the hours set forth in this article. Unit members' part-time status shall be taken into account in the assignment of duties.
- 7.5.1 Part-time employees who are asked to extend their workday beyond their contract for staff development shall be compensated at their per diem rate. Part-time employees who are asked to extend their workday beyond their contract for staff meetings that do not contain any staff development shall be compensated at the hourly rate set forth in section 13.6.4. This extension of their workday to attend a staff meeting shall be voluntary.

- 7.6 One preparation period per day, or the equivalent thereof, shall be provided classroom teachers in grades six through twelve, except in the alternative programs. This preparation time can be used for class preparation, meeting with parents, or other teacher-initiated instructional activities, exclusive of supervision, except in cases of campus disruptions.
- 7.7 Teachers in grades TK-5 shall have three (3) District-paid preparation periods per week of 40 minutes non-student contact time. This preparation time can be used to meet professional responsibilities, which can include class preparation, meeting with parents, or other teacher-initiated instructional activities, exclusive of supervision, except in cases of campus disruptions. Unit members' part-time status shall be taken into account in the allocation of preparation time. There shall be one (1) day of the week designated a teacher preparation day for grades TK-5 on which the student instructional day shall be 240 minutes. District paid preparation periods shall occur within the instructional day and shall be staffed or otherwise provided in a manner determined solely by the District following consultation with the Association. The time between the end of the instructional day and the end of the work day shall be considered additional preparation time, not including yard duty and staff meeting responsibilities, and upon reasonable prior notification, for parent, administrative, and student conferences.
- 7.7.1 An elementary teacher shall not be assigned a Monday preparation period for three consecutive years. If an elementary teacher has been assigned a Monday preparation period for two consecutive years, the site principal shall obtain the teacher's written permission before assigning a Monday preparation period for a third consecutive year on the form designed for this purpose. (See Appendix I)
- 7.7.2 The teacher preparation day shall be uniform throughout the District, and will not be shifted because of holidays.
- 7.7.3 Early release days shall be utilized for teacher-directed preparation and planning activities.
- 7.7.3.1 Ninety (90) minutes per month shall be used for professional development. All other time shall be utilized for teacher-directed preparation and planning activities.
- When site based, these activities shall be determined by the site administrator in consultation with the instructional leadership team and may include by way of example: PLCs, PBIS, District and site-based initiatives, mandatory trainings, and site-based committee meetings.
- 7.7.4 Nothing in this article shall preclude bargaining unit members from volunteering to work collaboratively during their preparation time.
- 7.7.5 TK teachers shall provide 135 minutes of support and/or enrichment on a weekly basis. These additional minutes shall take place after the TK instructional day has ended.
- 7.7.5.1 This support shall begin as soon as feasible at the beginning of the school year.

- 7.7.5.2 All elementary school sites shall participate in this support and/or enrichment plan.
  - 7.7.5.3 Principals and TK teachers at each site shall consult on the specific implementation. This consultation does not limit any of the rights contained in Article 4.
- 7.8 Not more than 25 teaching hours per week will be assigned to regular classroom teachers in grades 6-12 except in the alternative programs.
- 7.9 Effort will be made, as in past years, not to assign more than three (3) class preparations to regular classroom teachers in grade levels 6 through 12 except in the alternative programs.
- 7.10 Teachers in grades TK through 5 who are relieved by teachers hired with specially designated funds, may use whatever time they are relieved for the purpose of class preparation, meeting with parents, or other teacher-initiated instructional activities, exclusive of supervision, except in cases of campus disruptions.
- 7.11 All teachers and specialists shall have the same amount of unencumbered preparation time as other unit members at their grade level.
  - 7.11.1 The following subsections apply only to elementary science resource specialists and P.E. teachers:
    - 7.11.1.1 A five (5) minute passing or transition time shall be provided between each teaching session.
    - 7.11.1.2 No more than seven (7) teaching sections shall be scheduled in any one day.
    - 7.11.1.3 Thirty (30) teaching sections and three (3) preparation periods per week equal in length to a teaching section shall equal a full-time assignment. For teachers assigned to more than one site for which travel is required, 29 teaching sections and three (3) preparation periods per week equal in length to a teaching section shall equal a full-time assignment.
    - 7.11.1.4 Scheduled recess and lunch shall not be included as part of preparation time.
    - 7.11.1.5 If a member has open teaching sections, the administrator shall assign additional instructional duties to the member during those open sections or for an equivalent number of weekly hours. These duties shall directly benefit students.
- 7.12 Unit members may be required to return to school for academic parent meetings such as Back to School Night, Open House, and Report Card Night. There may be up to two (2) such events per year. Any school(s) in program improvement (or its functional equivalent in any new accountability model) may have one (1) additional event. On the days of these events, unit members may leave the worksite at the end of the pupil instructional day.
  - 7.12.1 Dates for these after school events, insofar as they are known, shall be provided to all affected staff and the Association within the first two weeks of the student instructional year.

### 7.13 Staff Meetings:

- 7.13.1 Staff meetings are defined as site-specific general, academic program, department, PLC, professional development, staff collaboration, or grade level meetings. Agendas for staff meetings should be provided at least two (2) workdays in advance, absent exigent circumstances.
  - 7.13.2 Staff meetings shall be limited to 20 hours, per year, beyond the regular workday. A staff meeting shall not be held during the week of the 90-minute professional development meeting described in section 7.7.3.1.
  - 7.13.3 Individual staff meetings shall be limited to 30 minutes beyond the regular workday unless extended by a majority vote of the faculty at the site and agreement of the site administrator.
    - 7.13.3.1 If a staff meeting is extended beyond the work day by a majority vote of the faculty at the site and agreement of the site administrator, a member may voluntarily stay and be compensated at the hourly rate.
  - 7.13.4 By the end of the second full week of each school year, the site administrator will provide the staff at each school with a meeting calendar identifying all anticipated meetings for the year. The Meeting Calendar, which is considered tentative and subject to change, will identify which meetings are mandatory and which are voluntary. Copies of materials provided at voluntary meetings will be available at the site for those who do not attend. Meeting agendas should be provided at least two workdays in advance, absent exigent circumstances.
  - 7.13.5 To the greatest extend possible, specific professional development shall be provided for special education teachers, science resource teachers, and physical education teachers.
  - 7.13.6 By the first week of May, the District and NTA will jointly survey unit members regarding meaningful professional development topics. The data will be used as part of the planning for professional development in the ensuing school year.
- 7.14 Campus Supervision: At elementary sites, all student supervision duties within the workday, which do not require full faculty participation, shall be equitably distributed among unit members. Distribution of such duties for unit members who work at multiple sites shall be equitable with unit members who work at one site. Prior to the beginning of the student instructional year, teachers shall be given the opportunity to express their preference for before school, break, or after school supervision. This input shall be considered in assigning campus supervision responsibilities to the greatest extend possible.
- 7.15 Adjunct Duties: Adjunct duties are non-instructional duties which may occur outside of the workday.
- 7.15.1 Unit member participation on all District and site committees shall be on a voluntary basis and considered adjunct duties.

- 7.15.2 Any adjunct duties which involve non-classroom supervision of pupils, shall be on a voluntary basis.
- 7.15.3 Adjunct Duty Assignment Procedures
- 7.15.3.1 By May 1 of the preceding school year, staff at each site and the Association will be provided with a list of anticipated adjunct duties for the ensuing year insofar as they are known at that time, including the estimated time necessary to complete each duty. This list is subject to modification at the beginning of the ensuing school year based on changed circumstances.
- 7.15.3.2 Unit members shall not be required to sign up for more than two (2) adjunct duties per year from the list provided in section 7.15.3.1. If there are insufficient volunteers, then these duties shall be equitably distributed among unit members based upon the estimated time necessary to complete each duty taking into account travel time to and from offsite duties.
- 7.15.3.3 Distribution of adjunct duties for unit members who work at multiple sites shall be equitable with unit members who work at one site.
- Distribution of adjunct duties for unit members whose regular assignment is less than 0.5 FTE, shall be equitable with unit members whose regular assignment is 0.5 FTE or greater.
- 7.15.3.4 The following unit members shall not be required to perform an adjunct duty, if assigned to support multiple sites: program specialists, school psychologists, and speech language therapists.
- 7.15.3.5 After this initial sign-up period, administrators may assign adjunct duties to any member who has not already signed up.
- 7.15.3.6 A finalized site adjunct duty schedule will be shared with all site members by the end of the fifth full week of school.
- 7.16 The District shall provide the Association with an accounting of the student instructional time as set forth below:
- 7.16.1 Before the first day of school, the District shall provide the Association with actual bell schedules for all sites for the year, including minimum days, and special bell schedules.
- 7.16.2 If at any time there is to be a change in bell schedule, the District shall inform the Association before the change is implemented.
- 7.17 If an IEP, SST or 504 plan meeting goes beyond 4:00 p.m., the District will offer unit members whose attendance is required compensation at the hourly rate for the time past 4:00 p.m.

## 7.18 Administrative Designees

7.18.1 An administrative designee is a unit member who voluntarily and temporarily assumes the responsibilities of a site administrator.

7.18.1.1 The District will provide the Association with a list of duties of Administrative Designees. The parties acknowledge these duties may vary by site.

7.18.2 The District shall defend, indemnify and hold harmless, consistent with law, individual unit members who serve as designees from any legal proceedings arising out of the performance of their duties in this position.

7.19 Any member who is asked by a site administrator or district administrator to present at a board meeting shall do so on a voluntary basis.



## ARTICLE 8: CLASS SIZE

8.1 For purposes of this section, class size is defined as follows:

- 8.1.1 Class size in Grades TK-5 and in the alternative programs is defined as the number of students enrolled in a teacher's classroom as reflected in the current District attendance reporting system.
- 8.1.2 Class size in Grades 6-12 is defined as the number of students enrolled in an instructional period as reflected in the current District attendance reporting system.
- 8.1.3 If a student with exceptional needs is mainstreamed into a general education class, the affected unit member may request a conference with the site administrator and appropriate special education case manager to discuss potential impacts on time management and preparation. The District shall make every effort to meet the needs of the student consistent with the IEP.

8.2 Staffing Ratio/Class Size and Grades K-3 Class Size

- 8.2.1 TK Staffing Ratio/Class Size: The District will staff TK classrooms according to the student to adult ratio established by state law. For the 2022-2023 school year this ratio is 12 to 1 (with a maximum class size of 24), and for 2023-2024 this ratio is expected to be 10 to 1 (with a maximum class size of 20) contingent on available state funding.  
  
The K-3 grade level class size shall not exceed 26 ("class size limit" or "CSL"), and no class shall exceed 29 ("class size maximum" or "CSM").
- 8.2.2 The District and the Association agree that the grades TK-3 CSL/CSM provided in section 8.2 above constitutes a "collectively bargained alternative ratio" pursuant to Education Code section 42238.02 which qualifies the District to receive an additional adjustment to the TK/Kindergarten through grade 3 base grant ("Grade Span Adjustment (GSA)" funding) under the Local Control Funding Formula (LCFF).
- 8.2.3 If state law or regulations are modified in a manner that would cause the District to incur a penalty or loss of TK-3 GSA funding under the LCFF, the parties agree to meet and negotiate immediately over modifications to the "Class Size Alternative Ratio" provided in section 8.2 above so as to prevent any loss of revenue.
- 8.2.4 Special education, adaptive physical education, and ELD classes shall not be included in computing the District class size average for grade levels TK-3.
- 8.2.5 As of the seventeenth student attendance day and thereafter, if it becomes necessary to exceed the CSL, a monthly stipend of \$150 per student over the CSL shall be provided to the teacher. Elementary prep teachers are exempt from this position.

- 8.2.6 The CSL and CSM for combination classes at grade level TK-3 shall be two (2) fewer students than those designations set forth in section 8.2 above.
- 8.2.7 TK – P.E. and Science Specialists' student to adult ratio and class sizes shall not exceed the limits set forth in section 8.2.1 above. Grade level K-3 P.E. and Science Specialists' CSM shall not exceed twenty-nine (29), or the CSM number determined by Board discretion pursuant to section 8.2 above, whichever is greater. Special Day Class students, when an instructional aide is also present, shall not be counted in the CSM. The SDC teacher(s), specialist teacher(s), affected grade level teachers, site administrator and one (1) site NTA representative shall meet and confer as necessary to discuss methods to mitigate the number of such SDC students attending specialist classes at one time.
- 8.3 At the 4-5-grade level the CSL shall not exceed 31.
- 8.3.1 As of the seventeenth student attendance day and thereafter, if it becomes necessary to exceed the CSLs set forth in section 8.3 above, a monthly stipend of \$150 per student over the CSL shall be provided to the teacher. Elementary prep teachers are exempt from this provision.
- 8.3.2 In no event shall any grade four (4) through five (5) classes exceed thirty-four (34) pupils (the CSM).
- 8.3.3 This stipend in section 8.3.1 shall apply to combination classes at grade levels four (4) through five (5), which exceed twenty-nine (29), with a maximum of thirty-one (31).
- 8.3.4 Elementary P.E. and Science Specialists' class size shall not exceed thirty-four (34). Special Day Class students, when an instructional aide is also present, shall not be counted in the CSM. The SDC teacher(s), specialist teacher(s), affected grade level teachers, site administrator and one (1) site NTA representative shall meet and confer as necessary to discuss methods to mitigate the number of such SDC students attending specialist classes at one time.
- 8.4 Grades 6-8 daily student contacts in language arts, modern language, science, math, and social studies
- 8.4.1 Daily student contacts shall not exceed one hundred fifty five (155).
- 8.4.2 If it is necessary to exceed the maximum daily contacts as of the seventeenth student attendance day and thereafter, the District shall provide the teacher one stipend of \$60.00 per student per month. In no case shall daily student contacts exceed 170.
- 8.4.3 The District shall make every effort to prevent individual class sizes from exceeding thirty-four (34) students. In addition, the distribution of students will be made as equitably as possible so long as program needs are met.
- 8.5 Grades 9-12 daily student contacts in language arts, modern language, science, math, and social studies.

- 8.5.1 Daily student contacts shall be limited to one hundred fifty-five (155).
- 8.5.2 Maximum daily student contacts shall not exceed one hundred seventy (170).
- 8.5.3 If it is necessary to exceed the daily student contact limit of 155 as of the seventeenth student attendance day and thereafter, the District shall provide the teacher a stipend of \$60.00 per student per month
- 8.5.4 The District may exceed the maximum daily contacts of 170 when it is necessary to do so only with the mutual written consent of the site administrator and the affected teacher using the form in Appendix O. The stipend of \$70.00 per student per month shall be paid when 170 daily contacts is exceeded as of the seventeenth student attendance day and thereafter.
- 8.5.5 For the first sixteen student attendance days, the CSM in language arts, modern language, science, math, and social studies shall not exceed thirty-seven (37).
- 8.5.6 The District will staff at a student-teacher ratio of 35:1 for electives not enumerated in section 8.6 below.
- 8.5.7 The District shall make every effort to prevent individual class sizes from exceeding thirty-four (34) students. In addition, the distribution of students will be made as equitably as possible so long as program needs are met.
- 8.6 In grades 6-12, daily student contacts shall not exceed two hundred twenty-five (225) students for the following classes: Physical Education; performance classes such as Vocal/Instrumental Music; Drama; and any class not specified in 8.4 and 8.5. If it is necessary to exceed this limit as of the seventeenth student attendance day and thereafter, the District shall provide the teacher one stipend of \$60.00 per student per month.
  - 8.6.1 The District will consult with the Association if it intends to add classes in which maximum participation is encouraged and to which section 8.6 would apply.
- 8.7 The district agrees to the following targets: Adaptive Physical Education, Speech and Language Pathologists 55:1 (district average); Special Education Day Class (SDC) Teachers 12:1; Resource Specialists (RSP) 28:1; Visual Mobility Instruction 20:1.
- 8.8 Unit members who wish to exceed these limitations may establish alternate limits with the mutual agreement of the site administrator and the Association.
- 8.9 If a parcel tax is passed which provides funding to the District that may be used for reducing class sizes, the parties agree to meet to determine how to best use the funds to improve the staff to student ratio(s).

## ARTICLE 9: EVALUATION AND SYSTEM OF EDUCATOR SUPPORT

- 9.1 The primary objective of the evaluation procedure (Process and Forms Handbook) is to assess and improve the educational services being provided to the District's students by unit members and to assist unit members in improving their professional skills in identified areas of needed improvement. While evaluation procedures may, in individual instances, be used in disciplinary/discharge proceedings for evidentiary purposes, such use is not the principle objective of evaluation procedures contained in this Article, and such disciplinary proceedings may be undertaken independently of evaluation procedures.
- 9.1.1 The District retains sole responsibility for the evaluation and assessment of performance of each unit member, subject only to the procedural requirements of this Article. Accordingly, no grievance arising under this Article shall challenge the substantive judgment of the evaluator or District, and any grievance arising under this Article shall be limited to a claim that the procedures of this Article have been violated.
- 9.1.2 District administrators shall adhere to the evaluation and assessment guidelines as listed in Education Codes 44662-44664.
- 9.1.2.1 If any of the activities called for under the E3 process are impracticable because of the illness or absence of the unit member or evaluator, timelines set forth in this Article shall be extended to an equal number of days as the absence or illness. Except as provided in the previous sentence, if an evaluator fails to meet any of the timelines in this article for a permanent unit member's evaluation, this fact shall be noted on the final evaluation together with a statement that this may have adversely affected the unit member's successful participation in the evaluation process.
- 9.1.3 Each bargaining unit member shall not have more than one evaluator concurrently.
- 9.1.3.1 All permanent Educators being evaluated shall be offered, but not required to utilize, a Peer Coach to guide and assist the Educator through the process.
- 9.1.3.1.1 Unit members need to have been evaluated at least once using NUSD's E3 system before becoming a Peer Coach.
- 9.1.3.1.2 Unit members and Peer Coaches shall be matched credential to credential or subject to subject, insofar as feasible. Assignments may be made by HR if all efforts to match credentials or subjects have been exhausted.
- 9.1.3.1.3 The role of Peer Coach is voluntary.
- 9.1.3.1.4 Upon agreement, the Peer Coach will receive additional compensation of \$500 for each educator under E-3.

- 9.1.3.2 All probationary and/or temporary unit members with a clear credential shall be provided a Peer Coach to guide and assist the Educator through the process.
- 9.1.3.3 The Peer Coach will uphold the roles and responsibilities outlined in the Educator Effectiveness Evaluation (E3) Process and Forms Handbook (Appendix K).
- 9.1.3.4 All probationary and/or temporary unit members without a clear credential shall be provided an Induction Coach to guide and assist the Educator through each process. Upon request, all probationary and/or temporary unit members without a clear credential shall be provided with a Peer Coach if one is available.

9.1.4 All bargaining unit member evaluation and observation forms, roles and responsibilities, rubrics, procedures, and processes are attached to this Agreement as the Educator Effectiveness Evaluation (E3) Timeline (Appendix J), E3 Process and Forms Handbook (Appendix K), the Classroom Teachers and TOSA's Rubric Handbook (Appendix L), and the Specialists Rubric Handbook (Appendix M). Both parties agree to adhere to these handbooks, understanding that the handbooks and provisions of the program may be revised by the mutual consent of the Association and the District at any time.

The Parties agree to update the Rubric Handbook to reflect the 2009 Continuum of Teaching Practice (5 levels of performance). A subcommittee of District and NTA members shall meet during the 2023-2024 school year to produce this update in time for use in the 2024-2025 school year. If the subcommittee agrees upon the revisions, they shall be deemed to have been approved by the District and NTA. If there is any disagreement, the issues shall be referred back to the leadership of both parties for resolution. For the 2023-2024 school year, the existing Rubric Handbook will be utilized (4 levels of performance).

9.1.4.1 All unit members being evaluated shall attend an Orientation meeting to obtain information on the evaluation process. The meeting will be scheduled no later than September 1st or 15 days after the first day of school. The training will review, but is not limited to covering, the Educators' roles and responsibilities and the evaluation timeline. The Educator will receive copies of the E3 Process and Forms Handbook and the Rubric Handbook.

9.1.4.2 If the Evaluator is scheduled to complete the E3 Calibration Certification, it will be completed by October 1st.

9.1.4.2.1 The District will ensure that evaluation documents completed by evaluators who are not Calibration certified are consistent with those completed by evaluators who are Calibration certified. Evaluation documents completed by evaluators who are not Calibration certified shall be reviewed and

initialed by a Calibration certified evaluator prior to being finalized.

9.1.4.2.2 Unit members who are assigned an interim evaluator shall be given the opportunity to meet with the interim Evaluator and the Peer Coach to review any of the following that have been completed: 1) Individual Plan and Goals form, 2) Drop-In visit write-ups, and/or 3) Video Reflection Debrief Report before the Summary Evaluation is completed.

9.1.4.3 The California Standards for the Teaching Profession (CSTP) and The Danielson Domain placemats and corresponding rubrics shall be used for the evaluation process by all unit members.

9.1.4.4 Peer Coaches will attend an initial training along with the other sessions required to support the Educator, e.g. Individual Planning Conference, Review Meeting #1, and Reflective Conversation Wrap Up.

9.1.4.5 Unit members have the sole responsibility and discretion to choose the Video or Portfolio option for use in the evaluation process.

9.1.5 The evaluation of unit members shall not include the use of publishers' norms established by standardized tests (See Ed. Code Section 44662).

9.1.6 The Educator Effectiveness Evaluation processes shall comply with relevant NUSD Board Policies and Administrative Regulations.

## 9.2 Constraints

9.2.1 Factors which might hinder the achievement of the objective are identified as constraints.

### 9.2.2 Teaching Conditions

9.2.2.1 Adequate textbooks, reference books, equipment, supplies, materials, storage space and classroom facilities will be considered in the performance of a unit member's duties.

9.2.2.1.1 The district shall provide appropriate electronic storage for district-provided devices.

9.2.2.2 Repairs of equipment and instructional devices shall be made as soon as possible. The District shall provide an adequate replacement for use when available. Availability shall include rental where appropriate.

9.2.2.3 Except in emergencies, repairs and maintenance of classrooms shall be made at a time which will not interfere with the instructional program. However, should the health,

safety or welfare of students be endangered, appropriate action shall be taken to correct the problem.

9.2.2.4 The presence or absence of such constraints/conditions shall be taken into consideration by the evaluator.

9.2.2.5 In assessing the efficacy of instruction, the evaluator will take into account the particular strategies and approaches applicable to online curriculum.

### 9.3 Assessment Methods

9.3.1 Methods to be utilized in the assessment of student progress shall be consistent with the stated objectives. Such methods of assessment may include use of state, District, and/or departmental test norms [but not publishers' norms established by standardized tests (See Ed. Code section 44662)] utilizing pre- and post-testing methods; product output measuring quality and/or quantity; performing output; observation and records; and other techniques.

9.4 A unit member participating in Advisory or Structured Improvement and Review (SIR) shall not be eligible for voluntary transfer or voluntary reassignment while he/she remains in the program.

9.5 All proceedings and materials related to Advisory and Structured Improvement and Review regarding specific unit members shall remain confidential to the extent required by law. Panel Members, Advisors, and participating unit members may disclose information related to evaluation, reports, and other personnel matters only as necessary to administer this Article and its accompanying handbooks. The District reserves the right to use such documents in subsequent disciplinary actions as per contract language.

9.6 Nothing herein shall be interpreted at any time as limiting the authority of the Board to initiate any form of discipline of any unit member participating in Advisory or SIR. Contract language regarding discipline and due process shall apply.

9.7 A unit member may not continue to serve as a Peer Coach or Advisor if appointed to an administrative position. This shall not apply to unit members voluntarily serving as administrative designees.

9.8 Functions performed pursuant to this Article, and accompanying handbooks, by bargaining unit members shall not constitute either management or supervisory functions.

9.9 All actions of the Educator Support Panel shall be approved by reaching consensus.

9.10 The District shall defend, indemnify, and hold harmless the Association, individual Panel Members, Peer Coaches, and any Advisors against any claims, causes of action, damages, grievances, administrative proceedings, or any other litigation arising from the performance of their respective duties under this program.

## ARTICLE 10: REASSIGNMENT/TRANSFER

The intent of this article is to set forth clear and transparent procedures to be followed when a vacancy exists. Voluntary transfer and reassignment procedures do not apply when no vacancies exist. This means there is no “open bidding process” for positions that have already been filled.

### 10.1 Definitions

#### 10.1.1 Vacancy

A vacancy is a full-time or part-time certificated position that has not been filled after all positions have been assigned to available staff.

#### 10.1.2 Reassignment

A reassignment is a change within the same work site in grade level in grades preschool-5, or a change in department in grades 6-12. For purposes of this Article, Birch Grove Primary and Birch Grove Intermediate are considered one school site.

#### 10.1.3 Transfer

A transfer is a change of a unit member's school or work site within the unit member's credential authorization.

### 10.2 Priority in Assignment Changes

Except for Administrative Transfers and Reassignments (sections 10.5.5 and 10.7.2) all changes in assignments and transfers shall be prioritized to occur in the following order:

#### 10.2.1 Voluntary reassignment.

#### 10.2.2 Involuntary reassignment or transfer (to include displaced unit members).

#### 10.2.3 Volunteer transfer.

#### 10.2.4 Involuntarily reassigned or transferred unit members (this excludes Administrative Transfers and Reassignments under sections 10.5.5 and 10.7.2) and shall not be involuntarily reassigned or transferred again for a minimum of three school years, except upon mutual agreement between the unit member and the administrator or as may be required to enforce the legal rights of unit members with regard to layoff, displacement and reemployment.

### 10.3 Vacancies

The District has the exclusive right to determine when and where a vacancy exists.

#### 10.3.1 Posting of Vacancies

##### 10.3.1.1 When a vacancy exists, the District shall announce such vacancy within a site and grade level description for grades preschool through 6, a site and department description for



grades 7 through 12 by sending an email to all bargaining unit members.

10.3.1.2 All voluntary transfer/reassignment applicants shall be granted the opportunity to be interviewed before the position is filled.

10.3.1.3 At least five (5) workdays shall be allowed to provide ample opportunity to apply for the vacancy. The timeline will commence on the date of the email. For vacancies which occur between the last school day and July 31, email notices shall open for seven (7) workdays. The timeline will commence on the date of the email.

#### 10.3.2 Criteria for Filling Vacancies

The following criteria shall be reviewed when considering applications for a vacancy:

10.3.2.1 Certification requirements.

10.3.2.2 The qualifications, including the recent job related training of the unit member compared to those of other candidates for both the position to be filled and the position to be vacated.

10.3.2.3 The needs for efficient operation of the District, and the professional needs of the unit member(s).

10.3.2.4 If two or more unit members' interview and are both being considered for the same position and all of the criteria in this section having first been considered and being found equal, a unit member's length of service with the district will be the determining factor. This paragraph only applies if the final choice is between unit members.

#### 10.4 Voluntary Reassignments

10.4.1 A unit member may apply for any vacant position within their work site pursuant to 10.3 above and such application shall receive consideration.

10.4.2 The filing of an application for reassignment is without prejudice to the unit member.

#### 10.5 Involuntary and Administrative Reassignments

Involuntary reassignments occur when a vacancy at a worksite has not been filled through the voluntary reassignment process. The District also has the right to involuntarily reassign any unit member when the Superintendent or designee determine that such an assignment is in the best interest of the District, subject only to the following sections below, and provided that such reassignment shall not be punitive in nature.

10.5.1 Involuntary reassignments shall be made according to the following criteria. The site administrator shall meet with potentially impacted unit member(s) and the Association site representative to review application of these criteria prior to making a final decision on the involuntary reassignment.

- 10.5.1.1 Credential requirements
- 10.5.1.2 The needs for the efficient operation of the District.
- 10.5.1.3 The professional needs of the unit member.
- 10.5.1.4 All other criteria deemed equal, unit members with the shortest length of service with the district shall be reassigned. Directly impacted unit members shall be accorded first priority for filling all vacancies that arise for which they have an appropriate credential. When two or more unit members in these cases apply for the same vacancy, the position shall be given to the unit member with the greatest length of service to the district. Nothing in this paragraph is intended to circumvent or modify the laws and regulations pertaining to layoffs.
- 10.5.1.5 Decisions arrived at pursuant to this section are not subject to the grievance procedure.
- 10.5.1.6 Notice of reassignment shall be given to unit members as soon as feasible.
- 10.5.2 If an involuntary reassignment occurs after the beginning of a semester or trimester, the unit member shall be given between three and five days without classroom duties to prepare for the new assignment. In addition the unit member may expend up to \$300 through District purchasing procedures for supplemental instructional materials within thirty (30) calendar days following the first date of service in the position to which they were reassigned.
- 10.5.3 Unit members who are involuntarily reassigned after receiving their tentative assignment and prior to the start of the subsequent school year may expend up to \$300 through District purchasing procedures for supplemental instructional materials within thirty (30) calendar days following the first date of service in the position to which they were reassigned.
- 10.5.4 Administrative Reassignment: Administrative reassignments may be made for just cause for reasons such as conflict among unit members.
- 10.5.5 Involuntary reassignments caused by changes in enrollment shall not occur later than fifteen (15) workdays into the semester or trimester.
- 10.6 Voluntary Transfers
  - 10.6.1 A unit member may apply for any position posted pursuant to 10.3 above and such application shall receive consideration. A transfer request shall not be denied arbitrarily, capriciously, or without basis in fact.
  - 10.6.2 Notwithstanding any other provision of this agreement, for voluntary transfer requests to any school site submitted after April 15 of the school year prior to the year in which the transfer would become effective, the District may

consider and select outside applicants who have applied for such vacancies on the same basis as unit members currently employed by the District.

10.6.3 The filing of an application for transfer is without prejudice to the unit member.

10.6.4 A request for a voluntary transfer (as defined in section 10.1.3) to a vacant position from which a unit member was previously laid off, shall be approved subject to the following sections.

10.6.4.1 Section 10.6.5 shall apply only to requests for voluntary transfers made at the beginning of the year (i.e., prior to the start of the first student attendance day) for the first and second years following reemployment.

10.6.4.2 Section 10.6.5 shall not be implemented in a manner which would result in the interference with, violation, or modification of a current or laid off unit member's statutory rights, including reemployment rights, or contractual rights (by way of example only, see section 11.1.5).

10.6.5 The site administrator of the school from which a teacher is attempting to transfer will not be required to sign off on any transfer forms.

## 10.7 Involuntary and Administrative Transfers

### 10.7.1 Involuntary Transfers

The District also has the right to involuntarily transfer any unit member when the Superintendent or designee determines that such an assignment is in the best interest of the District, subject only to the following sections below, and provided that such transfer shall not be punitive in nature.

10.7.1.1 In the event of a need to involuntarily transfer a unit member, the District shall notify in writing all teachers with appropriate certification of the following:

10.7.1.1.1 a description of the position, including grade, subject and site;

10.7.1.1.2 a request for volunteers; and

10.7.1.1.3 a statement that an involuntary transfer will result should no volunteers materialize.

10.7.1.2 Involuntary transfer criteria shall be the same as those identified in sections 10.2.2.1 through 10.2.2.4.

10.7.1.3 Notice of transfer shall be given to unit members as soon as feasible.

10.7.1.3.1 A unit member subject to an involuntary transfer may request a meeting with the Superintendent or designee, at which time the unit member shall be

informed of the reasons for the transfer. The transfer shall be made only after such a meeting. The unit member shall be given, upon written request, written reasons for the transfer.

- 10.7.1.4 If an involuntary transfer occurs after the beginning of a semester or trimester, the unit member shall be given between three and five days without classroom duties to prepare for the new assignments. In addition the unit member may expend up to \$300 through District purchasing procedures for supplemental instructional materials within thirty (30) calendar days following the first date of service in the position to which they were transferred.
- 10.7.1.5 Unit members who are involuntarily transferred after receiving their tentative assignment and prior to the start of the subsequent school year may expend up to \$300 through District purchasing procedures for supplemental instructional materials within thirty (30) calendar days following the first date of service in the position to which they were transferred.
- 10.7.1.6 Involuntary transfers caused by changes in enrollment shall not occur later than fifteen (15) workdays into the semester.

## 10.7.2 Administrative Transfers

Administrative transfers may be made for just cause such as following reasons:

- 10.7.2.1 Conflict among unit members
- 10.7.2.2 Conflict between a unit member and administration
- 10.7.2.3 Conflict between a unit member and the community

## 10.8 Annual Assignments

- 10.8.1 Tentative assignments, including course, grade level and site, for the ensuing school year shall be communicated to unit members at least 10 instructional days before the last workday of the school year insofar as feasible, written notice of the tentative assignments shall be given on or before the last workday of the school year. If a unit member's assignment for the ensuing school year is to be changed for any reason arising within 10 instructional days before the end of the last workday of the school year, the District shall notify the affected employee immediately.

- 10.9 Bargaining unit members shall be reassigned only to positions for which they hold a valid California credential or to positions outside their credential area in accordance with California law and regulations.

## 10.10 Committee on Assignment

- 10.10.1 The Committee on Assignment shall be established prior to the end of the previous school year.
- 10.10.2 In accordance with Board Policy 4113, the committee on assignment shall consist of two (2) unit members and two (2) administrators.
- 10.10.3 Unit committee members shall be selected by the Association.
- 10.10.4 Replacement of unit committee members shall be selected by the Association.
- 10.10.5 The District shall provide reasonable release time for unit committee members to carry out the responsibilities of the committee.

## ARTICLE 11: LEAVES

### 11.1 General Provisions

- 11.1.1 A unit member on a paid leave of absence, unless otherwise provided by this Agreement or the Education Code, shall receive salary and may continue to pay for benefits available under the terms of the District's Internal Revenue Code section 125 plan the same as if they were not on leave. A unit member on unpaid leave may continue to pay the District for benefits available under the terms of the District's Internal Revenue Code section 125 plan the same as if they were not on leave through an invoicing process.
- 11.1.2 Part-time unit members shall be entitled to leaves of absence on a prorated basis.
- 11.1.3 "Member(s) of the immediate family" as used in this Article shall mean the spouse and parents, foster parents, legal guardians, children, grandparents, grandchildren, sons and daughters-in-law, brothers or sisters, aunts or uncles, first cousins of the unit member or of the unit member's spouse/domestic partner, or any relative living in the immediate household of the unit member. For the purposes of Bereavement Leave, "immediate family" includes domestic partners.
- 11.1.4 A unit member returning from an absence which was not of a predetermined duration must contact the District Human Resources Office by two p.m. on the day preceding their return. In the event that a substitute is employed due to the unit member's failure to notify the District Human Resources Office of their intent to return, the substitute will be retained.
  - 11.1.4.1 A unit member who is absent on the day preceding a holiday or weekend shall be expected to return to work on the day following the holiday or weekend unless the District Human Resources Office receives additional notification of absence or the absence was of a predetermined duration.
- 11.1.5 At the expiration of a leave of absence of two semesters or fewer, the unit member shall, unless they agree otherwise, be reinstated in the position held at the time the leave of absence was granted, so long as the position exists. Unit members whose leave of absence exceeds two semesters will be placed in a position for which they are qualified/credentialed.

### 11.2 Sick Leave

- 11.2.1 Full-time contract and regular unit members shall receive 10 days of Sick Leave credit per school year. Except as provided herein, credited Sick Leave may be utilized at any time during the school year for reasons of illness, accident or quarantine which makes performance of duties impractical.
- 11.2.2 Sick Leave will be credited to returning unit members as of July 1 of each school year. By October 30, the District will make every good faith effort to provide each unit member a statement of Sick Leave credit and total Sick Leave accumulation.

- 11.2.3 Earned and unused Sick Leave shall be accrued from one school year to the next. At the time of service retirement, earned and unused Sick Leave shall be credited for retirement as permitted by the State Teachers' Retirement System or the Public Employees' Retirement System.
- 11.2.4 A unit member may at their discretion use up to twenty-five (25) days of accrued, unused sick leave to care for an ill spouse, parent or child, and such use of sick leave shall not be counted against the unit member's unpaid Family Care Leave (section 11.17), if the unit member is eligible for Family Care Leave. The District may require a statement from a licensed physician or recognized practitioner, or a statement signed by the unit member, which verifies the medical necessity of the unit member's use of sick leave under this section.
- 11.2.5 Unit members employed for a period longer than the standard work year as defined in Section 6.1 shall receive .25 of an additional day of Sick Leave credit for each additional 5 required work days.
- 11.2.6 The District may require that a unit member provide a statement from a licensed physician or recognized practitioner, to verify illness and/or ability to work. Such statement normally will not be required for absences of less than three days or in circumstances in which the District is following governmental guidelines to direct unit members not to report to work.
- 11.2.6.1 A unit member may be required by the Superintendent/designee to obtain a statement from a licensed physician or recognized practitioner certifying the unit member's ability to perform the essential functions of his or her position in a safe and healthful manner, with or without reasonable accommodation.
- 11.2.7 After all earned Sick Leave at full pay has been used and additional absence due to illness or injury is necessary, the unit member shall receive that amount of pay equal to the difference between the unit member's pay and the amount paid to a substitute or, if a substitute is not utilized, the difference between the unit member's pay and the amount which would have been paid to the substitute. A maximum 100 days per illness or accident shall be provided for this purpose pursuant to Education Code section 44977. Upon the exhaustion of Sick Leave and substitute differential pay, and in the event that the unit member remains unable to return to duty, the unit member shall be placed on a rehire list in accordance with Education Code section 44978.1.
- 11.2.8 Sick Leave for Adult School hourly unit members shall be earned at the rate of one hour for every 18 hours of paid service.

### 11.3 Extended Health and/or Disability Leave

- 11.3.1 Any unit member qualifying for an STRS (State Teachers' Retirement System) or PERS (Public Employees' Retirement System) disability allowance for a disabling impairment which is amenable to treatment that could be expected to restore ability to work shall be eligible for a leave of absence for the duration of the disability.

#### 11.4 Personal Necessity Leave

- 11.4.1 Unit members may use up to ten (10) days per year of credited Sick Leave for purposes of Personal Necessity.
- 11.4.2 Such utilization shall be limited to circumstances that are serious in nature, which cannot be expected to be disregarded, which necessitate immediate attention and which cannot be dealt with before or after duty hours or on weekends. Examples of reasons for which approval shall not be granted are:
  - 11.4.2.1 Political activities or demonstrations;
  - 11.4.2.2 Vacation, recreation, or social activities;
  - 11.4.2.3 Civic or organization activities;
  - 11.4.2.4 Unit member association activities; and
  - 11.4.2.5 Occupational investigation unless a unit member receives a Reduction in Force notice.
- 11.4.3 Unit members shall submit a request for Personal Necessity Leave approval on a District-approved form to the immediate supervisor, normally not less than three working days prior to the beginning date of the leave. The prior approval required for Personal Necessity Leave shall not apply to the following reasons:
  - 11.4.3.1 Death or serious illness of a member of the unit member's immediate family;
  - 11.4.3.2 Accident involving the person or property of the unit member or of the unit member's immediate family; or
  - 11.4.3.3 If the reason for the leave became known at such time that would preclude the unit member from securing advance approval.
- 11.4.4 When prior approval is not required, the unit member shall make every effort to comply with District procedures for notification of absence.
- 11.4.5 Immediately upon return to duty, the unit member shall complete the appropriate District form(s) and submit the same to the District Human Resources Office.
- 11.4.6 In extraordinary immediate family matters, which are not covered in 11.4.2, a unit member may utilize up to two days of allowable Personal Necessity Leave in each contract year.
- 11.4.7 The unit member shall provide, upon District request, additional clarification and/or verification of the use of personal necessity leave.



## 11.5 Personal Business Importance Leave

- 11.5.1 Unit members shall receive a maximum of two (2) days leave with pay for purposes of compelling personal business/importance. These days may be taken consecutively. Days not used shall be added to accumulated Sick Leave but shall not be credited for retirement as described in section 11.2.3 unless permitted by STRS or PERS.
- 11.5.2 Such leave will not be authorized for unit member organization activities.
- 11.5.3 Unit members shall notify the Human Resources Office three (3) days prior to taking Personal Business/Importance Leave. The unit member who requests days for personal business/importance reasons shall then complete the leave form stating that day(s) taken are for compelling importance reasons.

## 11.6 Pregnancy Disability Leave

- 11.6.1 A leave of absence without pay may be granted to a unit member during any period of their pregnancy. Such leave will normally be requested a minimum of 30 days in advance of the leave commencement date.
  - 11.6.1.1 The unit member shall utilize Sick Leave during any period of disability resulting from pregnancy, pregnancy loss, childbirth or related medical conditions provided that the dates of such disability shall be certified by the unit member's physician or recognized practitioner. A unit member who exhausts all Sick Leave and remains disabled resulting from pregnancy, pregnancy loss, childbirth or related medical conditions shall be afforded leave under section 11.2.7 above.
  - 11.6.1.2 If the unit member has any remaining accumulated Sick Leave after they have been released to return to work by their physician or recognized practitioner, they may use that leave up to twelve (12) weeks consistent with Child Bonding Leave under the California Family Rights Act (CFRA) described in section 11.7 below in addition to the period of time, if any, that they were disabled due to pregnancy, childbirth or related medical conditions according to section 11.6.1.1 above.
  - 11.6.1.3 The catastrophic leave provisions of the Agreement shall not apply to normal pregnancy.

## 11.7 Child Bonding Leave

Unit members may elect to utilize up to 12 weeks of child bonding leave occasioned by the birth of the unit member's child, or the placement of a child with the unit member in connection with the unit member's adoption or foster care of the child as provided by the California Family Rights Act (CFRA).

- 11.7.1 Pursuant to Education Code section 44977.5, in order to qualify for child bonding leave, unit members must have completed one year (twelve months

of service) for the District, but are not required to have at least 1,250 hours of service during the previous one year (twelve months) period.

- 11.7.2 For mothers, the 12 week child bonding leave shall commence at the conclusion of (but need not be immediately following) any pregnancy disability leave.
- 11.7.3 For non-birthing parents, the 12 week child bonding leave shall commence on the first day of such leave and run concurrently with Family Care Leave described in 11.17 below.
- 11.7.4 A unit member who exhausts their accumulated sick leave prior to expiration of the 12 week child bonding leave shall be entitled to differential pay as defined in section 11.2.7 above for the balance of the 12 week period.
- 11.7.5 Pursuant to the CFRA, child bonding leave must be completed within one year of the birth, adoption, or foster care placement of a child.
- 11.7.6 The District must be provided with at least thirty (30) days prior notice of intent to take child bonding leave, except in the case of emergency.

#### 11.8 Child Rearing Leave

- 11.8.1 A leave of absence without pay may be granted to a unit member for the remainder of the school year in which the birth or adoption of a child occurs. Such leave may be extended an additional school year. This leave shall be coordinated with Family Care Leave (Article 11, section 11.17).
  - 11.8.1.1 Under special circumstances, a Child Rearing Leave of up to one year may be granted for purposes of attending to a dependent child. This leave shall be coordinated with Family Care Leave (Article 11, section 11.17).

#### 11.9 Bereavement Leave

- 11.9.1 A unit member shall be eligible for a temporary leave of absence for the death of any member of the immediate family (as defined in section 11.1.3) without loss of salary. This leave will be for no longer than three days, except when one-way travel of more than 200 miles is required; five days will be authorized. Additional days of absence beyond those described in this section may be provided under the terms of Personal Necessity Leave. Use of this leave shall be completed within three (3) months from the date of the death of the family member.
- 11.9.2 One (1) of the foregoing five (5) days may be used by a unit member in the event of pregnancy loss (their own or their spouse/domestic partner).
- 11.9.3 An additional one (1) of the foregoing five (5) days may be used by a unit member in the event of loss of a current student.

#### 11.10 Industrial Accident and Illness Leave

- 11.10.1 A unit member is eligible for Industrial Accident and Illness Leave because of occupational injury or illness.

11.10.2 A unit member who is absent from duty due to illness or injury resulting from an industrial accident qualifying for Worker's Compensation will be granted an Industrial Accident Leave under the following conditions:

- 11.10.2.1 Industrial Accident Leave applies from the first day of such absence from duty to and including the last day of such absence from duty but not exceeding 60 working days in any fiscal year for the same industrial accident.
- 11.10.2.2 The amount of salary paid to such unit member in any calendar month will be the salary they would have received had they not suffered the industrial accident or illness. If the unit member is still absent from duty as a result of such industrial accident, they shall then be entitled to the benefits provided in this Agreement for accrued Sick Leave, extended Sick Leave and credited Sick Leave, respectively.
- 11.10.2.3 Allowable Industrial Accident Leave shall not be accumulated from year to year.
- 11.10.2.4 A unit member, who is eligible for reinstatement and has been medically released for return to their duties but fails to accept an appropriate assignment, shall be removed from the reemployment list and deemed to have terminated employment.
- 11.10.2.5 When all available leaves of absence, paid or unpaid, have been exhausted and the unit member is not medically able to assume the duties of their position, the provisions of section 11.2.7 above shall apply.

#### 11.11 Judicial and Official Appearance Leave

- 11.11.1 Judicial and Official Appearance Leave shall be granted with pay for purposes of regularly called jury duty, appearance as a subpoenaed witness in court other than as a litigant, or to respond to an official order from other governmental jurisdiction for reasons not brought about through the initiation, connivance or misconduct of the unit member. Provisions of this section shall not apply to matters of employer/employee relations as provided for in Section 2, Chapter 10.7 of the Government Code, when an employee organization or a unit member is the charging and/or moving party.
- 11.11.2 Fees, exclusive of mileage, received by the unit member shall be deposited to the credit of the District.

#### 11.12 Legislative Leave

- 11.12.1 Each unit member who is a permanent certificated employee and who is elected to the Legislature shall be granted a leave of absence from their duties by the Governing Board of the District.
- 11.12.2 During the term of such leave of absence, the unit member may be reassigned by the District to perform such less than full-time service

requiring certification qualifications, for such compensation and upon such terms and conditions as may be mutually agreed upon.

- 11.12.3 Such absence shall not affect in any way the classification of such unit member.
- 11.12.4 Within six months after the expiration of the term of office, they shall be entitled to return to the position held at the time of election, at the salary to which they would have been entitled had they not been absent from the service of the District under this section.
- 11.12.5 Notwithstanding any provision of the Education Code to the contrary, a person employed to take the place of any such unit member shall not have any right to such position following return of such unit member to the position.

### 11.13 Military Service Leave

- 11.13.1 Military Service Leave shall be granted to a unit member who enters or is called into active military service of the United States or the State of California during any period of declared emergency or during any war in which the United States is engaged.
  - 11.13.1.1 Eligible unit members are entitled to up to 12 weeks of leave because of “any qualifying exigency” arising out of the fact that the spouse, son, daughter, or parent of the unit member is on active duty, or has been notified of an impending call to active duty status. This provision requires the Secretary of Labor to issue regulations defining “any qualifying exigency.” In the interim, the District is encouraged to provide this type of leave to qualifying unit members.
  - 11.13.1.2 An eligible unit member who is the spouse, son, daughter, parent, or next of kin of a covered service member who is recovering from a serious illness or injury sustained in the line of duty on active duty is entitled to up to 26 weeks of leave in a single 12-month period to care for the service member. This military caregiver leave is available during “a single 12-month period” during which an eligible unit member is entitled to a combined total of 26 week of all types of Family Medical Leave Act (FMLA) leave.
- 11.13.2 For purposes of this leave, active military service also includes a uniformed auxiliary of any branch of such military service, the United States Merchant Marines, and full-time paid service of the American Red Cross.
- 11.13.3 Such absence shall not affect in any way the classification of such unit member.
- 11.13.4 Within six months after such unit member honorably leaves such service or has been placed on inactive duty, they shall be entitled to return to the position held at the time of entrance into such service, at the salary to which they would have been entitled had they not been absent from the service of the District.

- 11.13.5 Military Service Leave shall be granted for military duty ordered for purposes of military training, drills, encampment, naval cruises, and special exercises or like activity, providing the period of ordered duty does not exceed 180 calendar days including time involved in going to and returning from such duty. A unit member shall be entitled to receive their salary or compensation for the first 30 calendar days of any such absence, if the unit member is currently in full paid status to the District and has been for one year prior to the leave. The unit member shall make every effort to schedule the Military Leave at a time other than during the regular school year.

#### 11.14 Sabbatical Leave

The Governing Board may grant sabbatical leaves to unit members pursuant to the provisions of Education Code sections 44966 through and including 44974.

#### 11.15 Special Leave

In addition to those leaves specified in this Article, a unit member may be granted a Special Leave for purposes satisfactory to the District. A Special Leave may be with or without pay and shall generally be for a period not to exceed two semesters. Professional improvement or health reasons are examples for which this leave may be requested. Unit members shall notify the District of their intent to return to work in writing prior to February 15, in the year their Special Leave ends.

#### 11.16 Catastrophic Leave Bank

##### 11.16.1 Administration

- 11.16.1.1 The Catastrophic Leave Bank shall be administered by an Association committee.

##### 11.16.2 Contribution

- 11.16.2.1 Unit members may voluntarily and confidentially donate up to five (5) days leave to the Catastrophic Leave Bank providing that they have fifteen (15) days of accrued leave on record.
- 11.16.2.2 Any unused donated days will not be returned to the donor. Unused donated days shall remain available for future use by other unit members eligible for this leave benefit.

##### 11.16.3 Utilization

- 11.16.3.1 The Association Committee will be responsible for the authorization of Catastrophic Leave Bank usage.
- 11.16.3.2 A catastrophic event is defined as a long-term illness or disability or life event as determined by the Association Committee.
- 11.16.3.3 A unit member who suffers from a catastrophic event may utilize the Catastrophic Leave Bank after all fully paid leaves have been exhausted.

- 11.16.3.4 Utilization will be determined on a case-by-case basis.
- 11.16.3.5 Leave will be available from the Catastrophic Leave Bank on a day-to-day basis.
- 11.16.3.6 The Association agrees to hold the District harmless in any dispute arising in the application of this plan.
- 11.16.3.7 This provision of the Agreement is not grievable.

#### 11.17 Family Care and Medical Leave (FMLA)

- 11.17.1 The District shall provide up to twelve (12) workweeks of paid or unpaid FMLA leave for all eligible unit members, depending on the requirements of the CFRA as set forth in section 11.7 and subsections above, upon the unit member's request, in accordance with the provisions of federal and state law including the FMLA and CFRA governing such leaves.
- 11.17.2 The District shall use a rolling twelve (12) month period to determine unit member's eligibility for FMLA leave (i.e., a unit member shall be entitled to 12 workweeks of FMLA leave in any 12-month period, which shall be counted backward from the first date that such leave is taken). FMLA leave and other forms of paid or unpaid leave utilized by the unit member shall run concurrently.
- 11.17.3 Unit members eligible for FMLA leave under this Article may use their accrued, unused Sick Leave to remain in paid status during FMLA leave.
- 11.17.4 Whenever a unit member on FMLA leave has exhausted all paid leave, the District shall maintain their benefits purchased through the District for the duration of the leave up to the maximum of twelve (12) workweeks.

#### 11.18 Job Sharing

- 11.18.1 Job-sharing shall refer to two (2) unit members sharing one (1) teaching assignment. Two (2) unit members may share an assignment for a minimum of one (1) year.
- 11.18.2 Applications for a job sharing assignment shall be filed in writing. The District shall approve or deny requests and notify, in writing, the applicants of its decision. If a request is denied, the applicants shall, upon request, be notified in writing of the specific reasons for the denial. Notwithstanding other provisions of this Agreement, job sharing unit members' whole salary, applicable benefits, and paid leaves shall be prorated relative to the actual time worked.
- 11.18.3 Each job-sharing unit member shall receive one service year of credit for salary advancement purposes for each year worked in an approved job share.
- 11.18.4 Each probationary or permanent job-sharing unit member shall be granted an unpaid leave status for the portion of the full time equivalent position, which they are not teaching. If a probationary or permanent job sharer

requests to return to a full-time position, the request shall be granted at the first available opportunity.

- 11.18.5 Upon request of the two unit members, a job-sharing assignment may be renewed provided the two unit members notify the District in writing prior to February 15.
  - 11.18.6 Probationary or permanent unit members returning from job sharing assignments shall be guaranteed an assignment within their credential authorization subject to the provisions of Section 11.1.5.
  - 11.18.7 Individual unit members shall be responsible for securing their own job share partners subject to the approval of their immediate supervisor. All conditions of the job share partnership, including the division of all professional responsibilities, shall be agreed upon in writing between the job share partners with the approval of the immediate supervisor.
- 11.19 If a unit member's request for leave is denied for any reason, the District shall provide written notification to the unit member as soon as practical prior to taking any action to withhold pay. If pay is withheld, the District shall not also deduct the hours of absence from any leave the member has accrued.

## ARTICLE 12: PRE-RETIREMENT PART-TIME EMPLOYMENT PLAN

- 12.1 A unit member who has made the decision to retire is eligible for the following Pre-Retirement Part-Time Employment Plan. The plan is subject to the conditions as set forth below:
- 12.2 The unit member must have reached the age of 55 to attain eligibility in the plan.
- 12.2.1 The unit member must have been employed full-time in a position requiring certification for at least 10 years, of which the immediately preceding five years were full-time employment, all in the Newark Unified School District.
- 12.2.2 The option of part-time employment must be exercised at the request of the unit member and can be revoked only with the mutual consent of the unit member and the District except that such unit member shall be subject to layoff according to the Education Code and dismissal for cause.
- 12.2.3 The unit member shall be paid a salary which is the pro-rata share of the salary he/she would be earning had he/she not elected to exercise the option of part-time employment, but shall retain all other rights and benefits for which the unit member makes the payments that would be required if the employee remained in full-time employment.
- 12.2.4 The unit member may continue to pay for benefits available under the terms of the District's Internal Revenue Code section 125 plan.
- 12.2.5 The minimum part-time employment shall be the equivalent of one-half of the number of days of service required by the unit member's contract of employment during the final year of service in a full-time position.
- 12.2.6 This option is limited to unit members who do not hold positions with salaries above that of a school principal.
- 12.2.7 A unit member may not participate in this retirement plan past the age of 65 years, or for more than five (5) years, whichever comes first.
- 12.2.8 Once a unit member has elected to be on a part-time status, such unit member cannot return to full-time employment status, except by mutual agreement by the District and the unit member.
- 12.2.9 A unit member who is on part-time employment status will accrue seniority on a prorated basis.
- 12.2.10 Final determination as to which unit members will participate in this program and the form of part-time employment rests with the sole discretion of the Board of Education.
- 12.2.11 Any unit member wishing to participate in the above program shall notify the District Human Resources Office by April 15 of each school year.
- 12.2.12 Should applicable provisions of law relative to early retirement/pre-retirement options be changed during the term of this Agreement, the parties agree to modify the contract in accordance with such change.



## ARTICLE 13: COMPENSATION

### 13.1 2022-2023, 2023-2024, 2024-2025 school years:

#### 13.1.1 2022-2023 School Year:

Effective July 1, 2022, all bargaining unit salary schedules shall be increased by ten percent (10%). This increase shall apply to all unit members employed by the District as of the date of this Tentative Agreement (March 31, 2023).

#### 13.1.2 2023-2024 School Year:

13.1.2.1 Effective July 1, 2023, all bargaining unit salary schedules shall be increased by two percent (2%).

13.1.2.2 Effective January 1, 2024 all bargaining unit salary schedules shall be increased by four percent (4%).

#### 13.1.3 2024-2025 School Year:

Unit member salaries for the 2024-2025 school year shall be subject to reopener negotiations pursuant to Article 22 of this Agreement.

### 13.2 Initial Salary Schedule Placement

13.2.1 Initial Salary Step Placement: Unit members initially hired to begin employment on or after the commencement of the 2017-2018 school year shall be granted year for year prior credentialed teaching experience credit for the purpose of initial placement on the salary schedule. This change shall apply prospectively only for new unit members as provided herein pursuant to Education Code Section 45028(b)(1).

13.2.1.1 New hires who do not have a preliminary or clear California Credential, or a clear credential from a state recognized by the California Commission on Teacher Credentialing, will be frozen at their initial step on the applicable salary schedule until the school year following the date they receive their preliminary or clear California credential. Once received, such unit members will be granted year for year credit for their employment with the District up to a maximum of two years.

13.2.1.2 A unit member must teach seventy-five percent (75%) of the days that school is in session in order to have that year count as a year of experience. Credit for a year of experience may be accumulated in two (2) semesters in the same school year at different institutions or in different school years.

13.2.1.3 Unit members who are employed in part-time positions shall be granted credit for a year of service only if they teach seventy-five percent (75%) of their part-time assignment.

- 13.2.1.4 Bargaining unit members who resign their positions and are subsequently reemployed by the District shall be placed on the applicable salary schedule according to their previous placement and any additional experience credit they have earned.
- 13.2.2 Initial Salary Column Placement: Unit members shall be placed on the salary schedule based upon their education completed.
  - 13.2.2.1 Only units completed after the award of a Bachelor's degree shall be counted.
  - 13.2.2.2 All units shall have been earned at an accredited college or university.
  - 13.2.2.3 Quarter units shall be converted to semester units by multiplying the quarter units by two-thirds (2/3).
- 13.2.3 For the purpose of proper placement on the salary schedule, each unit member shall submit to the District, for its files, verification of training and experience.
- 13.2.4 The initial responsibility for recommending proper placement of personnel rests with the Human Resources Administrator.
- 13.3 Salary Schedule Progression
  - 13.3.1 Salary Step Progression: Step progression as earned shall be paid effective the first work day of each year of this Agreement. Unit members shall not advance more than one annual increment per year except in unusual circumstances and upon the recommendation of the Superintendent and approval by the Board.
  - 13.3.2 Salary Column Progression: Unit members who qualify for salary column progression as of October 15 shall have their salary advancement become effective retroactive to the first workday of the school year. Unit members who qualify for salary column progression as of February 15 shall have their salary advancement become effective retroactive to January 1. The Human Resources Department shall have up to three months to verify the units once the units are submitted.
- 13.4 Stipends
  - 13.4.1 Unit members may receive stipends for up to two Master's degrees, one Doctorate degree, and one National Board Certification. The amounts of the stipends effective July 1, 2022, are as follows:
    - M.A., M.S., M.Ed., M.B.A. - \$1,000 (limit 2)
    - Ph.D., Ed.D., Psy.D., D.B.A. - \$2,000 (limit 1)
    - NBCT - \$1,500 (limit 1)
  - 13.4.2 Appendices F and G set forth the stipend structure for Coaching Stipends, Extra Duty Assignments, and Department Chair Stipends.

- 13.4.3 All teachers assigned to the DLI program will receive an eight-hundred (\$800) stipend and teachers assigned to the DLI program who hold a Spanish Bilingual Authorization will receive an additional one thousand two hundred dollars (\$1,200). This stipend will provide support for the following additional duties including but not limited to: preparation for parent conferences, additional testing, planning, and preparation of aligned units and materials in the target language.
- 13.4.4 In consultation with the Association, the District will make every effort to create incentive programs for hard to fill positions. These may include stipends for current teachers and signing bonuses for new teachers.
- 13.5 Payroll
- 13.5.1 Regular Payroll:
- Commencing with the June 2020 payroll, pay warrants will be distributed on the last District work day of the month.
- 13.5.2 Supplemental Payroll:
- The pay period for supplementary payroll is between the 11<sup>th</sup> day of the month and the 10<sup>th</sup> day of the following month. The following services are paid on the supplementary payroll:
- 13.5.2.1 Adult School
- 13.5.2.2 Home Teaching and Miscellaneous Employment Requiring a Time Card
- 13.5.2.2.1 All Time cards are to be submitted in ink, signed by the employee and authorized supervisor, dated by month and year and received in the payroll department no later than the second working day following the pay period. Time cards submitted later than this day will be paid the following month.
- 13.5.2.3 Coaching
- Payment will be made the last day of the month following the end of a particular sport.
- 13.5.2.4 In-House Substitution
- Site administration will make every effort to ensure that unit members who substitute during a preparation period will do so on a voluntary basis. Only after it has been determined that volunteers are unavailable will administration require unit members to substitute during his/her preparation period.

### 13.6 Related Salary Matters

- 13.6.1 Compensation for days of service assigned beyond the regular work year shall be on a per diem basis.
- 13.6.2 Reimbursement for use of personal vehicles shall be in accordance with Board policy as it currently exists or as it is modified by the Board during the term of this Agreement.
- 13.6.3 Compensation for Intermediate After School Sports, Drama, Yearbook, Publications, Instrumental Music and Vocal Music Programs and Rally Squad Advisors shall be as set forth in the Extra Duty Assignments Compensation Schedule (See Appendix G).
- 13.6.4 The hourly rate shall be \$55.00 per hour. This rate shall be effective for eligible services performed after ratification of this 2022-2023 through 2024-2025 Agreement.
- 13.6.5 The in-house rate for substitution during a preparation period shall be \$70.00 for each period.
- 13.6.6 As long as the District maintains an Internal Revenue Code section 125 plan, subject to the terms of the plan, and applicable law, the Association and the District shall mutually agree on the health carrier. Absent mutual agreement the status quo health carrier shall remain, provided that it still exists.
- 13.6.7 The District shall provide health insurance premiums for a retired employee in an amount not to exceed \$850 per year, or the minimum required employer contribution whichever is greater, to age sixty-five (65). To be eligible for this benefit, the employee must:
  - 13.6.7.1 Retire no later than the school year in which he/she reaches age sixty (60);
  - 13.6.7.2 Have completed fifteen (15) years of satisfactory service; and
  - 13.6.7.3 Have submitted a letter of intent to retire on or before February 1, of the last year of service.
- 13.6.8 A unit member who qualifies for early retirement pursuant to the State Teachers Retirement System regulations and the following subsections may receive up to \$1500 to be applied toward fringe benefit premiums. The \$1500 dollars will be provided at the rate of \$300 per year for a maximum of five years. To be eligible for this benefit a unit member must:
  - 13.6.8.1 Have completed fifteen (15) years of satisfactory service with the District;
  - 13.6.8.2 Provide the District with an irrevocable written notice of his/her intent to retire at least three years in advance of his/her retirement date; and,
  - 13.6.8.3 Retire between the ages of fifty-five (55) and sixty (60) inclusive.

## ARTICLE 14: SAFETY

- 14.1 The District is committed to providing unit members with a safe working environment. The District shall adhere to state and federal workplace and school site safety requirements.
- 14.1.1 District and/or school safety and emergency procedures shall be communicated and available in written form to unit members on an annual basis.
- 14.1.2 A unit member shall use the appropriate district protocol to notify the District of any non-or unsafe working condition.
- 14.1.2.1 The District should provide a written response of when the condition is going to be fixed or mitigated with interim measures within 72 hours.
- 14.1.3 The District is committed to providing all employees with a safe working environment. All complaints alleging an unsafe environment will be acknowledged and an action plan shall be provided to the Association within five (5) working days of receipt of the written complaint. Any complaint, which alleges immediate danger to employees, shall receive the highest priority of the District.
- 14.1.3.1 For purposes of this Article a “safe working environment” means the absence of conditions which pose an urgent or emergency threat to the health or safety of unit members.
- 14.1.4 Matters that impact the employees’ safe working environment shall be brought to the attention of employees.
- 14.1.5 When known to the District, the District shall notify unit members regarding violent students in accordance with Education Code 49079.
- 14.1.6 When known to the District or site administration, the site administrator will make every effort to notify unit members in advance when their classrooms will be used by organizations outside the District.
- 14.1.7 Unit members may use their professional judgment when deciding to call 911.
- 14.1.8 When insecticides or other toxic chemicals are used, the District shall notify unit members in advance, including the name of the chemical to be used. The District shall adhere to current law and remain consistent with legal requirements. Such chemicals shall not be used when unit members, pupils, or others are present or expected to re-enter the area before it is safe to do so.
- 14.1.9 Classrooms, and other work locations as feasible, in which employees are required to work shall have a functioning heating, ventilations and air conditioning (HVAC) system.
- 14.1.9.1 “Classroom” for purposes of this section is defined as a location designed and intended for instructional use.

- 14.1.9.2 Ventilation system filters shall be cleaned yearly.
- 14.1.9.3 A functioning HVAC system should be set to heat or cool to between 68°F and 72°F.
- 14.1.9.4 Employees shall be responsible for informing their supervisors when HVAC systems are not functioning properly.
- 14.1.10 Each classroom and major work area shall be equipped with telephone service with outside access.
- 14.1.11 Each classroom shall have seating equal to the number of students enrolled in or assigned to that classroom. Each classroom shall have desks or table space appropriate for the number of students enrolled in that classroom. Each classroom equipped with laboratory stations shall have laboratory stations and equipment appropriate for the number of students enrolled in that classroom. Nothing in this article shall prohibit students from sharing laboratory stations or equipment.
- 14.1.12 Each unit member shall have access to a secure container such as a locking storage cabinet or locker.
- 14.1.13 Each unit member shall be provided a means of contacting the school site office when performing duties at the school site outside of the classroom.
- 14.1.14 All broken door locks will be fixed or mitigated with interim measures, including moving to a room with an operating door lock, as soon as possible, and in any event, within 48 hours.
- 14.1.15 All classroom doors will be window free or equipped with window coverings designed to prevent visibility into classrooms.
- 14.2 If a criminal or civil proceeding is brought against a unit member as a result of a unit member's reasonable action while performing within the scope of his/her duties, such unit member shall receive such protection as is provided under the terms of the District's liability insurance policy.
- 14.3 The District and the Association shall provide unit members with the following safety-related information annually: Board policies, applicable rules and administrative regulations, Education Code requirements regarding referrals, discipline, prohibition of corporal punishment, student suspension and expulsions, child abuse reporting requirements, and school safety. The District shall provide on a voluntary, periodic basis CPR and first aid training. By mutual agreement between the District and the Association, the District may provide in-service training on a voluntary basis to unit members on relevant conflict intervention skills.
  - 14.3.1 Unit members shall not be required to administer any form of medication to students except under either of the following circumstances:
    - 14.3.1.1 Such duty is part of the job description (e.g. District School Nurse)

- 14.3.1.2 A unit member has volunteered both to be trained as required by law, and to administer medication as permitted by law.
- 14.3.1.3 A unit member who administers medication pursuant to this section will be provided defense and indemnification by the District for any and all civil liability in accordance with law, including but not limited to Government Code section 810 et seq.

#### 14.4 Personal Property

- 14.4.1 Reimbursement shall be made to any unit member for the loss, destruction, or damage caused by fire, burglary, vandalism, or student disturbance of personal instructional property used in the schools of the District pursuant to the following provisions:
  - 14.4.1.1 Reimbursement shall be made only when advance approval has been obtained on the District form provided for that purpose (see Appendix S) and when the value of the property has been agreed upon in writing in advance between the unit member and the immediate administrator.
  - 14.4.1.2 Approval or disapproval is the sole prerogative of the District.
  - 14.4.1.3 When District owned equipment and/or material is required and has been requested in writing to be used but is not available, then approval shall not be necessary. It is agreed and understood that in cases where approval and values are not established in advance, the burden of establishing the requirement of use and the value of such equipment and material shall be upon the employee.
- 14.4.2 No reimbursement shall be made for mysterious disappearance, accidental damage, loss suffered because of lack of due care by the owner, or any other cause not specified in Section 14.4.1 Loss or damage to the personal instructional property remaining on District property over a weekend, on holidays or other days when regular school is not in session without the prior written approval of the immediate administrator shall not be reimbursed.
- 14.4.3 The maximum recovery allowable hereunder for any occurrence is \$1500 unless the Superintendent or any designee has granted prior written approval for a greater value. The decision of the Superintendent or designee shall be considered final.

#### 14.5 Replacement or Repair of Personal Property

The District may provide for the payment of the costs of replacing or repairing property of a unit member, such as eyeglasses, hearing aids, dentures, watches, or articles of clothing necessarily worn or carried by the unit member when any such items are damaged or stolen in the line of duty without fault of the unit member. If the items are damaged beyond repair, the actual value of such items may be paid. The value of such items shall be determined as of the time of the damage thereto. The final determination as to the amount of reimbursement, if any, to a unit member will be made by the Superintendent or designee.

## ARTICLE 15: PERSONNEL FILES

- 15.1 A unit member shall be permitted, upon reasonable notice, to review his/her personnel files. Except as otherwise provided herein, such review shall not be permitted during the unit member's duty hours.
  - 15.1.1 Reviewable material shall not include confidential ratings, reports, or records, which were obtained prior to the employment of the unit member involved.
  - 15.1.2 Information of a derogatory nature, except material mentioned in 16.1.1 above, shall not be entered or filed in the unit member's personnel file until such unit member is given written notice of such material. Following such notice, the unit member shall have ten (10) working days to review and have attached thereon the unit member's comments relative to such derogatory material.
    - 15.1.2.1 Such review may take place during regular duty hours without loss of compensation.
    - 15.1.2.2 A unit member may petition the Human Resources administrator to have material removed from that unit member's personnel file after seven years from the date in which the material was placed in the file. The decision of the Human Resources administrator shall be final and not subject to the grievance process as outlined in Article 5.
- 15.2 A designated representative of the Association may be permitted access to a unit member's personnel file for representational purposes, subject to the following:
  - 15.2.1 Material indicated in 16.1.1 above shall not be reviewable;
  - 15.2.2 Reasonable notice is provided the District Human Resources Office;
  - 15.2.3 The representative provides the District Human Resources Office with a recent authorization from the unit member.
- 15.3 The content of material in personnel files shall not be subject to Article 5: Grievance of this Agreement.



## ARTICLE 16: DISCIPLINE

### 16.1 Non-Exclusive

- 16.1.1 Discipline under these provisions shall not be exclusive but shall be in addition to those disciplinary actions permitted under the California Education Code.

### 16.2 Just Cause

- 16.2.1 Disciplinary action shall be for just cause. Unit members shall be subject to suspension for one or more of the following causes:
  - 16.2.1.1 Immoral or unprofessional conduct;
  - 16.2.1.2 dishonesty;
  - 16.2.1.3 incompetence;
  - 16.2.1.4 evident unfitness for service;
  - 16.2.1.5 physical or mental condition unfitting him or her to instruct or associate with children;
  - 16.2.1.6 Persistent violation of or refusal to obey the school laws of the state or reasonable regulations or procedures prescribed for the government of the public schools by the State Board of Education or by the governing board of the school district employing him/her.
  - 16.2.1.7 conviction of a felony or of any crime involving moral turpitude;
  - 16.2.1.8 alcoholism or other drug abuse which makes the employee unfit to instruct or associate with children.

### 16.3 Representation

- 16.3.1 Upon request, a unit member shall be entitled to association representation in any disciplinary action under this procedure.

### 16.4 Discipline

- 16.4.1 Discipline imposed under these provisions shall be appropriate to the offense and may include: verbal or written warning, verbal or written reprimand, and suspension without pay. "Without pay" shall mean a unit member's per diem wage not including fringe benefits. All suspensions shall be served when imposed. If a suspension is appealed, pay shall not be withheld. Pay shall be deducted if the District prevails in appeal.

### 16.5 Progressive Discipline

- 16.5.1 Discipline shall be progressive as follows:

- 16.5.1.1 Oral Warning: a private admonition for a minor infraction providing for the opportunity to correct the behavior, advising future similar behavior will result in possible further discipline.
- 16.5.1.2 Written Reprimand: a written statement for repeated minor infractions or more severe violations describing the behavior and mentioning any previous warnings, advising that future similar actions could result in further disciplinary action.
- 16.5.1.3 One-day Suspension Without Pay: A written statement by the superintendent or designee to the unit member, describing the behavior, directing the unit member to be absent without pay on a specific day, advising the unit member that future similar actions will result in further disciplinary action, and advising the unit member of the right to appeal.
- 16.5.1.4 Three-day Suspension Without Pay: For repetition of offenses that lead to a one-day suspension, or for more serious violations enumerated in section 16.2.1 the unit member shall receive a written statement describing the behavior, directing the unit member to be absent without pay for specific days, advising the unit member that future similar actions will result in further disciplinary action, and advising the unit member of the right to appeal.
- 16.5.1.5 Five-day Suspension Without Pay: For repetition of offenses that lead to a three-day suspension, or for more serious violations enumerated in section 16.2.1, the unit member shall receive a written statement describing the behavior, directing the unit member to be absent without pay for specific days, advising the unit member that future similar actions will result in further disciplinary action, and advising the unit member of the right to appeal.
- 16.5.1.6 Fifteen-day Suspension Without Pay: For repetition of offenses that lead to a five-day suspension, or for behavior that is of an even more serious violation enumerated in section 16.2.1, the unit member shall receive a written statement describing the behavior, directing the unit member to be absent without pay for specific days, advising the unit member that future similar actions will result in further disciplinary action, and advising the unit member of the right to appeal.
- 16.5.1.7 Unit members who have not had additional infractions within a 12-month period shall have this procedure begin as enumerated in section 16.5.1.1.
- 16.5.1.8 Unit members who commit a serious infraction of just cause items enumerated in section 16.2.1. May have discipline begin as enumerated in section 16.5.1.3.

## 16.6 Appeal

16.6.1 In the event a unit member appeals a suspension, the suspension shall be served immediately, but the pay shall not be withheld unless the District prevails in the appeal.

16.6.2 Disciplinary action may be appealed as follows:

16.6.2.1 Oral Warning or Written Reprimand: No Appeal.

16.6.2.2 One-Day Suspension

16.6.2.2.1 Written appeal shall be made to the Human Resources administrator within five (5) calendar days. A conference with the unit member shall be held and a decision made within ten (10) working days of the request for appeal.

16.6.2.2.2 A unit member may select one of the two following options: [1] Written appeal shall be made to the Superintendent within five (5) calendar days of the Human Resources administrator's decision. The Superintendent shall make a decision within ten (10) working days from receipt of the second level appeal request, and the decision shall be final; or [2] the individual can proceed directly to expedited arbitration.

16.6.2.3 One, Three, Five, and Fifteen Day Suspensions

16.6.2.3.1 The expedited arbitration procedure will be used to determine whether or not the unit member committed an infraction for which discipline could be provided, not whether the level of discipline is appropriate. Any unit member who prevails in appeal pursuant to these provisions shall be entitled to removal of all materials regarding such discipline.

16.6.2.4 All costs for the services of the arbitrator including, but not limited to, per diem expenses, travel, and subsistence expense shall be borne by the losing party.

16.6.2.5 All other costs, except for release time for the unit member involved, association representative(s) and witnesses, shall be borne by the party incurring them.

16.6.3 The Association may submit the suspension of a unit member under this Article for binding expedited arbitration under the Expedited Labor Arbitration Rules of the American Arbitration Association by giving written notice to the American Arbitration Association and Superintendent within twenty (20) school days of receipt of the written decision of the Level II grievance appeal. The parties shall then proceed in accordance with such rules and with this Agreement.

## ARTICLE 17: COMPLAINTS

### 17.1 Student, Parent, or Citizen Complaints

The steps described below for processing and resolving complaints shall be taken sequentially.

- 17.1.1 If an administrator receives a student, citizen or parent complaint related to the performance or conduct of a unit member, the administrator shall attempt to resolve the problem by discussion with the complainant.
- 17.1.2 Any student, parent, or citizen complaint about a unit member shall be reported to the unit member by the administrator receiving the complaint, within five (5) working days of receipt. Such report shall include the identity of the complainant, the nature of the complaint, and details of date and time.
- 17.1.3 Should either the involved unit member or the involved unit member's immediate supervisor believe the allegations in the complaint warrant a meeting, the immediate supervisor shall attempt to schedule a meeting between the unit member and complainant(s.). At the request of the unit member an Association representative may be present at the meeting. The unit member will be excused from attending the meeting or may leave the meeting after it has begun if that unit member believes that the unit member's health, safety or protected rights would be jeopardized by attending the meeting or continuing to attend the meeting. The member may leave the meeting if any other participant becomes disrespectful. The meeting will be held at a place and time that is convenient to all involved, including but not limited to the Association representative. The member, the Association representative and the supervisor shall use best efforts to schedule the meeting to occur as soon as reasonably possible.
- 17.1.4 If the matter is not resolved under the above procedure the complainant may put his or her complaint in writing and submit the original to the unit member, with a copy to the unit member's immediate supervisor within ten (10) days. The unit member shall be given release time during the duty day without salary deduction to review the complaint in accordance with Education Code Section 44031.
- 17.1.5 Except as provided by law, if the matter has not been resolved and no written complaint is received within ten (10) days, the complaint shall be dropped.
- 17.1.6 If a written complaint is received within ten (10) days, a conference may be scheduled between the complainant, the unit member and the administrator. This conference shall be conducted in an effort to address the issues raised by the complaint and resolve the matter.
- 17.1.7 Complaints which are withdrawn, shown to be false, or are not sustained under the complaint procedure in the Agreement, shall neither be placed in the unit member's personnel file nor utilized in any evaluation or disciplinary action against the unit member.

## 17.2 Unit Member Conflicts

17.2.1 Unit member conflicts are defined as issues or disagreements between unit members which are outside the scope of the sexual harassment procedure.

17.2.2 If one or more unit members involved in the issue or disagreement brings it to the attention of an administrator, the administrator shall offer the unit members the option of trying to:

- a) Informally resolve the disagreement themselves; or
- b) Resolve the problem with the help of the Association; or
- c) Resolve the problem with the assistance of administration.

Unit members do not waive their right to resolve the disagreement through legal processes, including but not limited to the District's Uniform Complaint Procedure found in the Newark Unified School District's General Information Handbook.

17.2.3 The Parties shall have five (5) working days to choose an option.

17.2.4 The Association and the District agree to meet when such disagreements are brought to their attention to determine the scope of the responsibility of the Association and the District.

## 17.3 Public Agency Investigations

Except as otherwise required by law, this Article shall not be interpreted to require the District to notify a unit member of a criminal complaint. Where a complaint is reported and results in an investigation by a law enforcement agency, the District shall not be required to notify the unit member of the complaint under the terms of this Article when requested not to by the investigating agency.

## ARTICLE 18: SPECIAL EDUCATION

18.1 This article does not limit unit members from coverage under other Articles of this agreement. This Article is in addition to such coverage. All provisions of this Article reflect and shall comply with State and Federal Laws.

### 18.2 Program Specialist

18.2.1 A program specialist shall not be required to perform an adjunct duty or supervision/yard duty.

18.2.2 A program specialist shall be paid in accordance with Appendix E, based on a 196 day work year.

18.2.3 If a program specialist is assigned to take on the role of administrator designee, every effort shall be made to provide at least twenty-four (24) hours notice.

### 18.3 School Psychologist and Speech Language Pathologist (SLP)

18.3.1 A psychologist/SLP whose office location is changed at any time will have the physical move of materials and records accomplished by appropriate District staff.

18.3.2 Each psychologist/SLP shall have access to a space where at the time services are being provided will be private with access to a phone.

18.3.3 Each psychologist/SLP shall meet individually with the Director of Special Education or designee not later than 30 days before the end of the current school year to indicate preferences for work assignments for the following year. These preferences must be considered prior to assigning psychologists.

18.3.4 A psychologist shall be paid in accordance with Appendix E, based on a 196 day work year. Additional work days may be directed by the unit member's supervisor.

18.3.5 A SLP shall be paid in accordance with Appendix E, based on a 196 day work year. Additional work days may be directed by the unit member's supervisor.

18.3.6 The average caseloads and duties of SLPs shall comply with the Education Code.

### 18.4 Resource Specialists

18.4.1 A resource specialist shall not be assigned to provide services at more than two (2) work sites.

18.4.2 A resource specialist shall receive preparation time equivalent and pro-rated to time received by a general education unit member at the same site.

- 18.4.3 Resource Specialists shall create a weekly schedule that includes time set aside to perform the duties and responsibilities required by law (service minutes, assessment, report writing etc.) and addresses the students' needs on their caseload. The schedule shall be created by the resource specialist with input from the site administrator(s) and impacted general education teachers.
- 18.4.3.1 The resource specialist will update this schedule as needed when their caseload increases or decreases with input from the site administrator(s) and impacted general education teachers.
- 18.5 Special Education Communications and Meetings:
- 18.5.1 The District will provide unit members with work phone numbers of Special Education Department clerical, itinerant, and administrative staff within ten (10) days of the beginning of the school year.
- 18.5.2 Special Education staff development, meetings, or activities scheduled by the Department of Special Education that extend beyond the regular work day shall be subject to the ten (10) hour limit outlined in Article 7.13.2.
- 18.5.3 The District shall make every effort to provide unit members with a list of all required Special Education Department meetings within ten (10) days of the start of the school year.
- 18.5.4 To the greatest extent possible, Special Education staff members will be required to attend no more than the number of staff meetings as their general education peers. If a Special Education staff meeting takes place on a week when a school staff meeting is scheduled, the special education staff member shall collaborate with Administration to determine which staff meeting they will attend.
- 18.6 Special Education Extra Duty for IEPs in Vacant Teaching Positions: The parties agree to the following process for Extra Duty to prepare for and hold IEPs. Before outside contracted service providers are brought in to assist with this work, all Education Specialists shall have first priorities to assist with preparing for and holding IEPs. Assumption of extra duties and associated compensation under this shall occur only upon prior written approval of the Director of Special Education.
- 18.6.1 Unit members shall be paid at their per diem rate for additional IEP related work performed.
- 18.6.2 Unit members will be paid a maximum of 2 hours for amendment meetings, 7 hours for each annual IEP meeting and 10 hours for each Initial or Triennial IEP for which they prepare and hold.
- 18.6.3 The Unit members and Director of Special Education shall communicate via email or in person to determine the cases that best meet their schedule and area of expertise.
- 18.6.4 Definition of Extra Duty in Support of IEPs:

- 18.6.4.1      Annual IEPs
  - 18.6.4.1.1      Updating progress on current goals and Present Levels of Performance (PLOP)
  - 18.6.4.1.2      Drafting new goals
  - 18.6.4.1.3      Scheduling the IEP
  - 18.6.4.1.4      Preparing all necessary IEP paperwork
  - 18.6.4.1.5      Holding the IEP meeting
- 18.6.4.2      Initial and Triennial IEPs, duties include all items above as well as:
  - 18.6.4.2.1      Completing required assessment and observations.
  - 18.6.4.2.2      Observations and direct assessment will be supported by a guest teacher.
  - 18.6.4.2.3      Writing a report of the assessment results.
- 18.6.5      Should the unit member feel that additional hours are needed to complete the work of a case the Education Specialist will contact the Director of Special Education prior to completing the work for approval.
- 18.6.6      Unit members may choose to request release time or use their prep time to perform assessments/observations needed for their voluntary extra duty, whichever they feel has the least negative impact on their own classroom or case load.
- 18.6.7      The district shall provide guest teacher coverage as available.
- 18.6.8      The district shall compensate the bargaining unit member for any prep time used to perform voluntary extra duty as defined in 18.6.1.
- 18.6.9      Unit members shall not take on more than six (6) for SDC or twelve (12) for RSP additional cases.
- 18.6.10      All work is completed on a voluntary basis. Should a unit member choose to stop performing extra duty the bargaining unit member shall make every effort to provide a minimum of 1 week notice to the director prior to ending the work.
- 18.6.11      The district shall not retaliate against members who choose to end voluntary duties, or who choose not to volunteer at all.
- 18.6.12      In the interest of transparency and streamlining communication, the district shall notify parents that IEPs are being supported on a voluntary basis while the district continues to recruit for the current vacancies.



- 18.6.13 The letter provided to parents will clearly describe the narrow role of the teacher doing the extra duty and direct parents to the staff person responsible for addressing students' needs that are unrelated to IEP development and scheduling.
- 18.6.14 All hours must be recorded on a time card and turned in to the Special Education office on a monthly basis.
- 18.6.15 All teachers who voluntarily take on extra duty work must be cognizant of the needs of their class and only take on extra work when they believe they can maintain quality work in their primary position.
- 18.6.16 Unit members that provide support for IEPs are not assuming the role of Case Manager.
- 18.6.17 Unit members can agree to complete progress reports and be compensated at the hourly rate.
- 18.7 Projections
  - 18.7.1 The Special Education Department will solicit input and review plans for class configurations and student assignments for the following school year at a Special Education Department Meeting at least 90 days prior to the end of the current school year.
  - 18.7.2 The Special Education Department will utilize two (2) Special Education Department meetings for reviewing student transition projections and soliciting input from teachers for potential class configurations for the following school year.
- 18.8 Preschool
  - 18.8.1 Classroom Configuration
    - 18.8.1.1 Non-categorical classrooms are those in which students with a wide variety of special needs and challenges are served.
    - 18.8.1.2 Each classroom will have two, 3 hour, class sessions per day, Monday-Thursday for a total of twelve (12) hours per week of specialized academic instruction.
      - 18.15.1.2.1 AM Class: 8:30-11:30 am
      - 18.15.1.2.2 PM Class: 12:15-3:15 pm
  - 18.8.2 Schedule
    - 18.8.2.1 Monday-Thursday will include a total of twelve (12) hours per week of student instructional time.
    - 18.8.2.2 Fridays are reserved for IEPs, assessment, preparation/planning, training, and Parent Information and Education (PIE) opportunities.

### 18.8.2.3 Sample Weekly Schedule

The weekly schedule here is intended to provide an example of a typical week's schedule. It may be adjusted to meet with the needs of the program, with collaboration between the parties.

	Mon	Tues	Wed	Thurs	Fri
8:00-8:30	Classroom specific meeting IA & teacher: student review	Behavior Meeting: whole PK staff with behavior	All staff morning meeting	Service Provider Training/Class Mtg	-RSP Support -Weekly Assessment Team meeting -Prep (increase in caseload meaning more Prep time needed). No prep throughout the week. -Parent Training -Site Meetings -Annual/ Transition IEPs -Parent Questionnaires
8:30-11:30	AM class	AM class	AM class	AM class	
11:30-11:45	AM Pick-Up/ Re-set class/ Disinfect	AM Pick-Up/ Re-set class/ Disinfect	AM Pick-Up/ Re-set class/ Disinfect	AM Pick-Up/ Re-set class/ Disinfect	
11:45-12:15	Lunch	Lunch	Lunch	Lunch	
12:15-3:15	PM class	PM class	PM class	PM class	
3:15-3:30	PM Pick-Up/ Re-set class/ Disinfect	PM Pick-Up/ Re-set class/ Disinfect	PM Pick-Up/ Re-set class/ Disinfect	PM Pick-Up/ Re-set class/ Disinfect	

### 18.9.3 In-House Subbing

#### 18.9.3.1 Short Term In-House Subbing

- 18.9.3.1.1 Short term is defined as 5 or fewer consecutive days of instruction.
- 18.9.3.1.2 The district shall make every effort to secure a certificated guest to cover a full day absence at the preschool.
- 18.9.3.1.3 If a guest cannot be found the administrator may ask the other preschool teachers to

take on some of the students from the class without a guest.

18.9.3.1.3.1 If a single classroom is divided among multiple other classrooms, the unit members who volunteer to take on the additional fraction of a class will receive the corresponding fractional rate based on the current daily substitute rate.

#### 18.9.3.2 Long Term In-House Subbing

18.9.3.2.1 Long term is defined as 6 or more consecutive days of instruction.

18.9.3.2.2 The district shall make every effort to secure a certificated guest to cover a long term absence at the preschool.

18.9.3.2.3 If a guest cannot be found the administrator may ask the other preschool teachers to take on some of the students from the class without a guest.

18.8.3.2.3.1 If a single classroom is divided among multiple other classrooms, the unit members who volunteer to take on the additional fraction of a class will receive the corresponding fractional rate based on the current daily substitute rate.

18.10 Due Process Hearings: When a unit member is required to participate in a due process hearing, the District will provide the unit member with release time for the purposes of preparation and attendance at the hearing, without loss of compensation. If the due process hearing is held after regular hours of employment, a unit member will be compensated at the hourly rate.

#### 8.11 Program Modification and Training

18.11.1 The District will provide appropriate training prior to modifying instructional and/or assessment models.

#### 18.12 Program Locations

18.12.1 The district shall provide unit members with the site location of each Special Day Class (SDC) program no later than twenty (20) days before the last instructional day of the school year.

## ARTICLE 19: TECHNOLOGY

This Article addresses the reasonable and equitable access of unit members to technology that may be required by the District to fulfill the members' duties and professional responsibilities, including providing effective instruction in the evolving technological classroom.

### 19.1 Unit Member Access

- 19.1.1 Computers: The District shall provide each unit member access to a computer with network access for the support of educational programs and to fulfill necessary professional requirements.
- 19.1.2 Printers: The District shall provide unit members with access to at least one functioning printer that is free from student access.
- 19.1.3 Class and Classrooms without Computer Access: Any unit member without access to a computer during class time shall be exempted from taking attendance on-line during class time, but must submit student attendance information to the site office as soon as possible and no later than the end of the workday.
- 19.1.4 Technology required for teaching and learning: The district shall provide unit members with the technology it has determined is required to deliver district-adopted curricula and mandated programs.
  - 19.1.4.1 If technology required for teaching and learning needs repair, the district will provide a replacement while their technology is being repaired.

19.2 Unit member access to technology as set forth in this Article are "Teaching Conditions" that may be "constraints" to be considered in the performance of a unit member's duties within the meaning of section 9.2 of this Agreement.

19.3 The District will make every effort to repair/replace in a timely manner any equipment regularly used in the course of a unit member's duties. Any Technology Services request made by an Association member will receive a confirmation as soon as feasible (normally within 72 hours of the request being submitted).

- 19.3.1 The District will have extra teacher computer devices available to provide members when their Chromebook is given to IT for repair.

19.4 Training and Expectations: The District shall provide, in a timely manner, unit members with the training it has determined is necessary in order to complete required technology-based duties. Unit members shall be compensated at the hourly rate (per Article 13.1.1) if training occurs outside the workday.

- 19.4.1 At the request of the site administrator, a unit member that provides the training to another unit member will be paid at the hourly rate if not part of their essential or adjunct duties.

19.5 Computer-Based Classes: The District shall assure that no students are assigned to a computer-based class in excess of the number of necessary computers based upon course requirements.

19.6 District E-mail

- 19.6.1 Unit members shall have the right to use e-mail to communicate with other employees of the District and other individuals and/or organizations within the scope of their professional responsibilities. Unit members shall not be disciplined for unsolicited receipt of inappropriate material.
- 19.6.2 Newark Teachers Association may use District e-mail to communicate with their unit members in accordance with all applicable legal requirements and prohibitions.
  - 19.6.2.1 Newark Teachers Association Executive Board shall have access to email all school site groups. It is the responsibility of the Association to provide the District with names of the unit members currently serving on the Executive Board.
- 19.6.3 Unit members have no expectation of privacy for any documents, e-mail or information stored on, sent from, received by, or passing through the information technology resources of the District.
- 19.6.4 District-provided computers and information technology resources are to be used for official District business purposes during work hours. Unit members may use the computer system and information technology resources for nonbusiness purposes outside of work hours (or during breaks) provided the provisions of all District computer and computer-related policies are followed.
- 19.6.5 Storing any personal, non-work related files of any kind on a network drive constitutes inappropriate use. Personal files may be stored on a unit member's local computer; however, the District is not responsible for back-up, recovery or transfer of the files.
- 19.6.6 It shall be the responsibility of the unit member to ensure that sensitive and confidential material is protected from unauthorized use.
- 19.7 Electronically Maintained Student Records: Unit members shall not be held liable for any breach of student confidentiality not caused by any action, omission or negligence of the unit member.
- 19.8 Other Technology-Related Issues: District Administration may ask a unit member to perform the duties of troubleshooting and/or maintaining computers, updating software, loading District-approved software and/or any other maintenance/repair type tasks, beyond their workday. This is voluntary and the unit member will be compensated at the hourly rate of pay (per Article 13.1.1).

## ARTICLE 20: SAVINGS PROVISION

- 20.1 If any provision or portion thereof of this Agreement is held to be contrary to law by a court of competent jurisdiction, such provision or portion thereof will not be deemed valid and subsisting except to the extent permitted by law, but all other provisions will continue in full force and effect.

## ARTICLE 21: COMPLETION OF MEET AND NEGOTIATION

- 21.1 It is understood and agreed that the specific provisions contained in this Agreement are a true and precise representation of all agreements reached by the parties during this round of meet and negotiation.
- 21.2 During the term of this Agreement, the parties have the right to meet and negotiate on any subject or matter whether or not referred to or covered in this Agreement, even though such subject or matter may not have been within the knowledge or contemplation of either or both the District or the Association at the time they met and negotiated on and executed this Agreement, and even though such subjects or matters were proposed and later withdrawn.
- 21.3 The parties may by mutual agreement reopen this Agreement for the purpose of modifying any Article or portion thereof.

## ARTICLE 22: TERM AND RENEGOTIATION

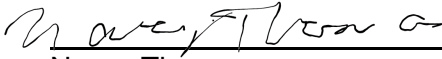
- 22.1 This Agreement is for the 2022-2023 through 2024-2025 school years and will remain in full force and effect from the date of ratification through June 30, 2025, subject to the following sections.
- 22.2 During the 2023-2024 school year, both parties shall meet to negotiate for the 2024-2025 school year. The parties mutually agree to reopen negotiations on Article 13 (Compensation) and one additional article of each parties' choice.

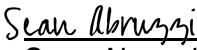
Except as otherwise noted, this Agreement will become effective July 1, 2022 and will remain in full force and effect through June 30, 2025. During the term of this Agreement, the Agreement shall be closed except as provided in this Article. During the term of this Agreement, if the state amends the constitution or law allowing the imposition of budget cuts, and the state takes action to impose such cuts, or any litigation, verdict, judgment, award or settlement results in the inability of the District to satisfy the economic requirements of this Agreement, either party may reopen the Agreement.

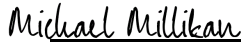


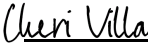
ARTICLE 23: SIGNATURES

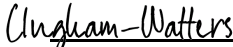
In witness whereof, the Newark Teachers Association has caused this Agreement to be signed by its President, Vice President, Negotiations Team Chairperson, and California Teachers Association staff, and the Board of Education of the Newark Unified School District has caused this Agreement to be signed by its President, the Superintendent of Schools, and the Human Resources administrator.

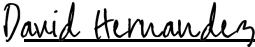
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A4F8C3F0C1CB44F1  
Nancy Thomas  
President, NUSD Board of Education


DocuSigned by:  
  
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Sean Abruzzi  
President, Newark Teachers Association

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Dr. Michael Milliken  
Interim Superintendent, NUSD

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Cheri Villa  
Lead Negotiator, Newark Teachers Association

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Catherine Ingham-Watters  
Executive Director of Human Resources  
NUSD

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David Hernandez  
Executive Director

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Gregory J. Dannis  
Legal Counsel, NUSD

## NEWARK UNIFIED SCHOOL DISTRICT

### 2022/2023 Certificated Teacher Salary Schedule

Annual rate based on 1.00 FTE, 186 days

*Board approved 10% increase 4/20/23 effective 7/1/22*

COLUMN STEP	I BA + 30	II BA + 45	III BA + 60	IV BA + 75
1	71,991	73,458	75,665	78,602
2	75,297	76,753	78,968	81,905
3	78,602	80,071	82,273	85,212
4	81,905	83,378	85,582	88,516
5	85,212	86,682	88,884	91,826
6	88,516	89,989	92,194	95,130
7	91,826	93,292	95,498	98,436
8	93,292	94,763	96,967	99,908
9	94,763	96,234	98,436	101,374
10	96,234	97,702	99,908	102,843
11	97,702	99,171	101,374	104,311
12	99,171	100,638	102,843	105,782
13	100,638	102,108	104,311	107,251
14	102,108	103,582	105,782	108,721
15	103,582	105,047	107,251	110,188
16	105,047	106,515	108,721	111,660
17	106,515	107,986	110,188	113,127
18	106,515	109,458	111,660	114,597
19	106,515	109,458	113,127	116,065
20	106,515	109,458	114,597	117,536
21	106,515	109,458	114,597	119,007
22	106,515	109,458	114,597	120,473
23	106,515	109,458	114,597	121,944
24	106,515	109,458	114,597	123,410
25	106,515	109,458	114,597	124,882

Due to rounding in the automated payroll system, rates shown on this schedule may not be exact figures and are being provided for general purposes only.

Employees who do not have a preliminary or clear credential from a state recognized agency will be frozen on their current step until the school year following the date they receive their preliminary or clear California credential.

#### Education Stipends

**Masters:** \$1,000 in addition to regular placement, limit 2\*

**Doctorate:** \$2,000 in addition to regular placement, limit 1\*

**National Board Certification:** \$1,500 in addition to regular placement, limit 1\*

\*Payment for the degrees earned or new hire during the school year will be pro-rated

#### Dual Language Immersion (DLI) Stipends

All teachers assigned to the DLI program will receive an \$800 stipend.

Teachers assigned to the DLI program who hold a Spanish Bilingual Authorization will receive an additional \$1,200.

**Benefits:** The District does not provide a separate allocation for insurance fringe benefits.

## NEWARK UNIFIED SCHOOL DISTRICT

### 2023/2024 Certificated Teacher Salary Schedule

Annual rate based on 1.00 FTE, 186 days

*Board approved 2% increase 4/20/23 effective 7/1/23*

COLUMN STEP	I BA + 30	II BA + 45	III BA + 60	IV BA + 75
1	73,431	74,927	77,178	80,174
2	76,803	78,288	80,547	83,543
3	80,174	81,672	83,918	86,916
4	83,543	85,046	87,294	90,286
5	86,916	88,416	90,662	93,663
6	90,286	91,789	94,038	97,033
7	93,663	95,158	97,408	100,405
8	95,158	96,658	98,906	101,906
9	96,658	98,159	100,405	103,401
10	98,159	99,656	101,906	104,900
11	99,656	101,154	103,401	106,397
12	101,154	102,651	104,900	107,898
13	102,651	104,150	106,397	109,396
14	104,150	105,654	107,898	110,895
15	105,654	107,148	109,396	112,392
16	107,148	108,645	110,895	113,893
17	108,645	110,146	112,392	115,390
18	108,645	111,647	113,893	116,889
19	108,645	111,647	115,390	118,386
20	108,645	111,647	116,889	119,887
21	108,645	111,647	116,889	121,387
22	108,645	111,647	116,889	122,882
23	108,645	111,647	116,889	124,383
24	108,645	111,647	116,889	125,878
25	108,645	111,647	116,889	127,380

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Employees who do not have a preliminary or clear credential from a state recognized agency will be frozen on their current step until the school year following the date they receive their preliminary or clear California credential.

#### **Education Stipends**

**Masters:** \$1,000 in addition to regular placement, limit 2\*

**Doctorate:** \$2,000 in addition to regular placement, limit 1\*

**National Board Certification:** \$1,500 in addition to regular placement, limit 1\*

\*Payment for the degrees earned or new hire during the school year will be pro-rated

#### **Dual Language Immersion (DLI) Stipends**

All teachers assigned to the DLI program will receive an \$800 stipend.

Teachers assigned to the DLI program who hold a Spanish Bilingual Authorization will receive an additional \$1,200.

**Benefits:** The District does not provide a separate allocation for insurance fringe benefits.

## NEWARK UNIFIED SCHOOL DISTRICT

### 2023/2024 Certificated Teacher Salary Schedule

Annual rate based on 1.00 FTE, 186 days

*Board approved 4% increase 4/20/23 effective 1/1/24*

COLUMN STEP	I BA + 30	II BA + 45	III BA + 60	IV BA + 75
1	76,368	77,924	80,265	83,381
2	79,875	81,420	83,769	86,885
3	83,381	84,939	87,275	90,393
4	86,885	88,448	90,786	93,897
5	90,393	91,953	94,288	97,410
6	93,897	95,461	97,800	100,914
7	97,410	98,964	101,304	104,421
8	98,964	100,524	102,862	105,982
9	100,524	102,085	104,421	107,537
10	102,085	103,642	105,982	109,096
11	103,642	105,200	107,537	110,653
12	105,200	106,757	109,096	112,214
13	106,757	108,316	110,653	113,772
14	108,316	109,880	112,214	115,331
15	109,880	111,434	113,772	116,888
16	111,434	112,991	115,331	118,449
17	112,991	114,552	116,888	120,006
18	112,991	116,113	118,449	121,565
19	112,991	116,113	120,006	123,121
20	112,991	116,113	121,565	124,682
21	112,991	116,113	121,565	126,242
22	112,991	116,113	121,565	127,797
23	112,991	116,113	121,565	129,358
24	112,991	116,113	121,565	130,913
25	112,991	116,113	121,565	132,475

Due to rounding in the automated payroll system, rates shown on this schedule may not be exact figures and are being provided for general purposes only.

Employees who do not have a preliminary or clear credential from a state recognized agency will be frozen on their current step until the school year following the date they receive their preliminary or clear California credential.

#### **Education Stipends**

**Masters:** \$1,000 in addition to regular placement, limit 2\*

**Doctorate:** \$2,000 in addition to regular placement, limit 1\*

**National Board Certification:** \$1,500 in addition to regular placement, limit 1\*

\*Payment for the degrees earned or new hire during the school year will be pro-rated

#### **Dual Language Immersion (DLI) Stipends**

All teachers assigned to the DLI program will receive an \$800 stipend.

Teachers assigned to the DLI program who hold a Spanish Bilingual Authorization will receive an additional \$1,200.

**Benefits:** The District does not provide a separate allocation for insurance fringe benefits.

## NEWARK UNIFIED SCHOOL DISTRICT

### 2022/2023 Certificated Counselor Salary Schedule

Annual rate based on 1.00 FTE, 196 days

*Board approved 10% increase 4/20/23 effective 7/1/22*

COLUMN STEP	I BA + 30	II BA + 45	III BA + 60	IV BA + 75
1	76,397	77,867	80,071	83,403
2	79,924	81,543	83,743	86,684
3	83,449	85,213	87,416	90,356
4	86,978	88,886	91,091	94,029
5	90,505	92,561	94,763	97,701
6	94,029	96,231	98,436	101,373
7	97,557	99,908	102,111	105,048
8	99,171	101,522	103,727	106,665
9	100,786	103,139	105,344	108,279
10	102,402	104,756	106,957	109,899
11	104,015	106,369	108,571	111,511
12	105,632	107,469	110,189	113,126
13	107,251	109,601	111,805	114,743
14	108,865	111,218	113,421	116,362
15	110,483	112,836	115,038	117,977
16	112,100	114,453	116,654	119,594
17	113,715	116,064	118,269	121,207
18	113,715	117,684	119,887	122,824
19	113,715	117,684	121,499	124,443
20	113,715	117,684	123,120	126,056
21	113,715	117,684	123,120	127,674
22	113,715	117,684	123,120	129,287
23	113,715	117,684	123,120	130,907
24	113,715	117,684	123,120	132,521
25	113,715	117,684	123,120	134,137

Due to rounding in the automated payroll system, rates shown on this schedule may not be exact figures and are being provided for general purposes only.

Employees who do not have a preliminary or clear credential from a state recognized agency will be frozen on their current step until the school year following the date they receive their preliminary or clear California credential.

#### **Education Stipends**

**Masters:** \$1,000 in addition to regular placement, limit 2\*

**Doctorate:** \$2,000 in addition to regular placement, limit 1\*

**National Board Certification:** \$1,500 in addition to regular placement, limit 1\*

\*Payment for the degrees earned or new hire during the school year will be pro-rated

**Benefits:** The District does not provide a separate allocation for insurance fringe benefits.

**NEWARK UNIFIED SCHOOL DISTRICT**  
**2023/2024 Certificated Counselor Salary Schedule**

Annual rate based on 1.00 FTE, 196 days

*Board approved 2% increase 4/20/23 effective 7/1/23*

COLUMN STEP	I BA + 30	II BA + 45	III BA + 60	IV BA + 75
1	77,925	79,424	81,672	85,071
2	81,522	83,174	85,418	88,418
3	85,118	86,917	89,164	92,163
4	88,718	90,664	92,913	95,910
5	92,315	94,412	96,658	99,655
6	95,910	98,156	100,405	103,400
7	99,508	101,906	104,153	107,149
8	101,154	103,552	105,802	108,798
9	102,802	105,202	107,451	110,445
10	104,450	106,851	109,096	112,097
11	106,095	108,496	110,742	113,741
12	107,745	109,618	112,393	115,389
13	109,396	111,793	114,041	117,038
14	111,042	113,442	115,689	118,689
15	112,693	115,093	117,339	120,337
16	114,342	116,742	118,987	121,986
17	115,989	118,385	120,634	123,631
18	115,989	120,038	122,285	125,280
19	115,989	120,038	123,929	126,932
20	115,989	120,038	125,582	128,577
21	115,989	120,038	125,582	130,227
22	115,989	120,038	125,582	131,873
23	115,989	120,038	125,582	133,525
24	115,989	120,038	125,582	135,171
25	115,989	120,038	125,582	136,820

Due to rounding in the automated payroll system, rates shown on this schedule may not be exact figures and are being provided for general purposes only.

Employees who do not have a preliminary or clear credential from a state recognized agency will be frozen on their current step until the school year following the date they receive their preliminary or clear California credential.

**Education Stipends**

**Masters:** \$1,000 in addition to regular placement, limit 2\*

**Doctorate:** \$2,000 in addition to regular placement, limit 1\*

**National Board Certification:** \$1,500 in addition to regular placement, limit 1\*

\*Payment for the degrees earned or new hire during the school year will be pro-rated

**Benefits:** The District does not provide a separate allocation for insurance fringe benefits.

**NEWARK UNIFIED SCHOOL DISTRICT**  
**2023/2024 Certificated Counselor Salary Schedule**

Annual rate based on 1.00 FTE, 196 days

*Board approved 4% increase 4/20/23 effective 1/1/24*

<b>COLUMN STEP</b>	<b>I BA + 30</b>	<b>II BA + 45</b>	<b>III BA + 60</b>	<b>IV BA + 75</b>
1	81,042	82,601	84,939	88,474
2	84,783	86,501	88,835	91,955
3	88,523	90,394	92,731	95,850
4	92,267	94,291	96,630	99,746
5	96,008	98,188	100,524	103,641
6	99,746	102,082	104,421	107,536
7	103,488	105,982	108,319	111,435
8	105,200	107,694	110,034	113,150
9	106,914	109,410	111,749	114,863
10	108,628	111,125	113,460	116,581
11	110,339	112,836	115,172	118,291
12	112,055	114,003	116,889	120,005
13	113,772	116,265	118,603	121,720
14	115,484	117,980	120,317	123,437
15	117,201	119,697	122,033	125,150
16	118,916	121,412	123,746	126,865
17	120,629	123,120	125,459	128,576
18	120,629	124,840	127,176	130,291
19	120,629	124,840	128,886	132,009
20	120,629	124,840	130,605	133,720
21	120,629	124,840	130,605	135,436
22	120,629	124,840	130,605	137,148
23	120,629	124,840	130,605	138,866
24	120,629	124,840	130,605	140,578
25	120,629	124,840	130,605	142,293

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Employees who do not have a preliminary or clear credential from a state recognized agency will be frozen on their current step until the school year following the date they receive their preliminary or clear California credential.

**Education Stipends**

**Masters:** \$1,000 in addition to regular placement, limit 2\*

**Doctorate:** \$2,000 in addition to regular placement, limit 1\*

**National Board Certification:** \$1,500 in addition to regular placement, limit 1\*

\*Payment for the degrees earned or new hire during the school year will be pro-rated

**Benefits:** The District does not provide a separate allocation for insurance fringe benefits.



## NEWARK UNIFIED SCHOOL DISTRICT

### 2022/2023 Certificated Lead Teacher Salary Schedule

Annual rate based on 1.00 FTE, 196 days

*Board approved 10% increase 4/20/23 effective 7/1/22*

COLUMN STEP	I BA + 30	II BA + 45	III BA + 60	IV BA + 75
1	79,339	80,806	83,008	85,949
2	83,008	84,478	86,684	89,620
3	86,684	88,151	90,356	93,291
4	90,356	91,826	94,029	96,968
5	94,029	95,498	97,701	100,639
6	97,701	99,171	101,373	104,312
7	101,373	102,843	105,048	107,986
8	102,990	104,342	106,665	109,601
9	104,605	106,074	108,280	111,218
10	106,222	107,692	109,899	112,836
11	107,839	109,307	111,511	114,453
12	109,457	110,924	113,126	116,064
13	111,071	112,543	114,743	117,684
14	111,432	114,157	116,362	119,297
15	114,303	115,771	117,977	120,915
16	115,920	117,389	119,594	122,532
17	117,535	119,007	121,207	124,148
18	117,535	120,622	122,824	125,763
19	117,535	120,622	124,443	127,378
20	117,535	120,622	126,056	128,995
21	117,535	120,622	126,056	130,612
22	117,535	120,622	126,056	132,226
23	117,535	120,622	126,056	133,844
24	117,535	120,622	126,056	135,460
25	117,535	120,622	126,056	137,078

Due to rounding in the automated payroll system, rates shown on this schedule may not be exact figures and are being provided for general purposes only.

Employees who do not have a preliminary or clear credential from a state recognized agency will be frozen on their current step until the school year following the date they receive their preliminary or clear California credential.

#### Education Stipends

**Masters:** \$1,000 in addition to regular placement, limit 2\*

**Doctorate:** \$2,000 in addition to regular placement, limit 1\*

**National Board Certification:** \$1,500 in addition to regular placement, limit 1\*

\*Payment for the degrees earned or new hire during the school year will be pro-rated

**Benefits:** The District does not provide a separate allocation for insurance fringe benefits.



## NEWARK UNIFIED SCHOOL DISTRICT

### 2023/2024 Certificated Lead Teacher Salary Schedule

Annual rate based on 1.00 FTE, 196 days

*Board approved 2% increase 4/20/23 effective 7/1/23*

COLUMN STEP	I BA + 30	II BA + 45	III BA + 60	IV BA + 75
1	80,926	82,422	84,668	87,668
2	84,668	86,168	88,418	91,412
3	88,418	89,914	92,163	95,157
4	92,163	93,663	95,910	98,907
5	95,910	97,408	99,655	102,652
6	99,655	101,154	103,400	106,398
7	103,400	104,900	107,149	110,146
8	105,050	106,429	108,798	111,793
9	106,697	108,195	110,446	113,442
10	108,346	109,846	112,097	115,093
11	109,996	111,493	113,741	116,742
12	111,646	113,142	115,389	118,385
13	113,292	114,794	117,038	120,038
14	113,661	116,440	118,689	121,683
15	116,589	118,086	120,337	123,333
16	118,238	119,737	121,986	124,983
17	119,886	121,387	123,631	126,631
18	119,886	123,034	125,280	128,278
19	119,886	123,034	126,932	129,926
20	119,886	123,034	128,577	131,575
21	119,886	123,034	128,577	133,224
22	119,886	123,034	128,577	134,871
23	119,886	123,034	128,577	136,521
24	119,886	123,034	128,577	138,169
25	119,886	123,034	128,577	139,820

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Employees who do not have a preliminary or clear credential from a state recognized agency will be frozen on their current step until the school year following the date they receive their preliminary or clear California credential.

#### Education Stipends

**Masters:** \$1,000 in addition to regular placement, limit 2\*

**Doctorate:** \$2,000 in addition to regular placement, limit 1\*

**National Board Certification:** \$1,500 in addition to regular placement, limit 1\*

\*Payment for the degrees earned or new hire during the school year will be pro-rated

**Benefits:** The District does not provide a separate allocation for insurance fringe benefits.

**NEWARK UNIFIED SCHOOL DISTRICT**  
**2023/2024 Certificated Lead Teacher Salary Schedule**

Annual rate based on 1.00 FTE, 196 days

Board approved 4% increase 4/20/23 effective 1/1/24

COLUMN STEP	I BA + 30	II BA + 45	III BA + 60	IV BA + 75
1	84,163	85,719	88,055	91,175
2	88,055	89,615	91,955	95,068
3	91,955	93,511	95,850	98,963
4	95,850	97,410	99,746	102,863
5	99,746	101,304	103,641	106,758
6	103,641	105,200	107,536	110,654
7	107,536	109,096	111,435	114,552
8	109,252	110,686	113,150	116,265
9	110,965	112,523	114,864	117,980
10	112,680	114,240	116,581	119,697
11	114,396	115,953	118,291	121,412
12	116,112	117,668	120,005	123,120
13	117,824	119,386	121,720	124,840
14	118,207	121,098	123,437	126,550
15	121,253	122,809	125,150	128,266
16	122,968	124,526	126,865	129,982
17	124,681	126,242	128,576	131,696
18	124,681	127,955	130,291	133,409
19	124,681	127,955	132,009	135,123
20	124,681	127,955	133,720	136,838
21	124,681	127,955	133,720	138,553
22	124,681	127,955	133,720	140,266
23	124,681	127,955	133,720	141,982
24	124,681	127,955	133,720	143,696
25	124,681	127,955	133,720	145,413

Due to rounding in the automated payroll system, rates shown on this schedule may not be exact figures and are being provided for general purposes only.

Employees who do not have a preliminary or clear credential from a state recognized agency will be frozen on their current step until the school year following the date they receive their preliminary or clear California credential.

**Education Stipends**

**Masters:** \$1,000 in addition to regular placement, limit 2\*

**Doctorate:** \$2,000 in addition to regular placement, limit 1\*

**National Board Certification:** \$1,500 in addition to regular placement, limit 1\*

\*Payment for the degrees earned or new hire during the school year will be pro-rated

**Benefits:** The District does not provide a separate allocation for insurance fringe benefits.

**NEWARK UNIFIED SCHOOL DISTRICT**  
**2022/2023 Certificated Department Chair Salary Schedule**

Annual rate based on 1.00 FTE, 188 days

*Board approved 10% increase 4/20/23 effective 7/1/22*

<b>COLUMN STEP</b>	<b>I BA + 30</b>	<b>II BA + 45</b>	<b>III BA + 60</b>	<b>IV BA + 75</b>
1	72,701	74,186	76,410	79,376
2	76,040	77,524	79,749	82,715
3	79,376	80,862	83,090	86,053
4	82,715	84,201	86,424	89,392
5	86,053	87,539	89,762	92,732
6	89,392	90,879	93,104	96,071
7	92,844	94,214	96,441	99,408
8	94,214	95,699	97,925	100,892
9	95,699	97,181	99,408	102,375
10	97,180	98,668	100,892	103,861
11	98,668	100,148	102,375	105,343
12	100,148	101,636	103,861	106,823
13	101,636	103,117	105,343	108,310
14	103,117	104,598	106,823	109,793
15	104,598	106,085	108,310	111,277
16	106,085	107,567	109,793	112,762
17	107,567	109,051	111,277	114,245
18	107,567	110,536	112,762	115,728
19	107,567	110,536	114,245	117,212
20	107,567	110,536	115,728	118,697
21	107,567	110,536	115,728	120,179
22	107,567	110,536	115,728	121,667
23	107,567	110,536	115,728	123,145
24	107,567	110,536	115,728	124,628
25	107,567	110,536	115,728	126,113

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Employees who do not have a preliminary or clear credential from a state recognized agency will be frozen on their current step until the school year following the date they receive their preliminary or clear California credential.

**Education Stipends**

**Masters:** \$1,000 in addition to regular placement, limit 2\*

**Doctorate:** \$2,000 in addition to regular placement, limit 1\*

**National Board Certification:** \$1,500 in addition to regular placement, limit 1\*

\*Payment for the degrees earned or new hire during the school year will be pro-rated

**Benefits:** The District does not provide a separate allocation for insurance fringe benefits.

**NEWARK UNIFIED SCHOOL DISTRICT**  
**2023/2024 Certificated Department Chair Salary Schedule**

Annual rate based on 1.00 FTE, 188 days

*Board approved 2% increase 4/20/23 effective 7/1/23*

<b>COLUMN STEP</b>	<b>I BA + 30</b>	<b>II BA + 45</b>	<b>III BA + 60</b>	<b>IV BA + 75</b>
1	74,155	75,670	77,938	80,964
2	77,561	79,074	81,344	84,369
3	80,964	82,479	84,752	87,774
4	84,369	85,885	88,152	91,180
5	87,774	89,290	91,557	94,587
6	91,180	92,697	94,966	97,992
7	94,701	96,098	98,370	101,396
8	96,098	97,613	99,884	102,910
9	97,613	99,125	101,396	104,423
10	99,124	100,641	102,910	105,938
11	100,641	102,151	104,423	107,450
12	102,151	103,669	105,938	108,959
13	103,669	105,179	107,450	110,476
14	105,179	106,690	108,959	111,989
15	106,690	108,207	110,476	113,503
16	108,207	109,718	111,989	115,017
17	109,718	111,232	113,503	116,530
18	109,718	112,747	115,017	118,043
19	109,718	112,747	116,530	119,556
20	109,718	112,747	118,043	121,071
21	109,718	112,747	118,043	122,583
22	109,718	112,747	118,043	124,100
23	109,718	112,747	118,043	125,608
24	109,718	112,747	118,043	127,121
25	109,718	112,747	118,043	128,635

Due to rounding in the automated payroll system, rates shown on this schedule may not be exact figures and are being provided for general purposes only.

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**Education Stipends**

**Masters:** \$1,000 in addition to regular placement, limit 2\*

**Doctorate:** \$2,000 in addition to regular placement, limit 1\*

**National Board Certification:** \$1,500 in addition to regular placement, limit 1\*

\*Payment for the degrees earned or new hire during the school year will be pro-rated

**Benefits:** The District does not provide a separate allocation for insurance fringe benefits.

**NEWARK UNIFIED SCHOOL DISTRICT**  
**2023/2024 Certificated Department Chair Salary Schedule**

Annual rate based on 1.00 FTE, 188 days

*Board approved 4% increase 4/20/23 effective 1/1/24*

<b>COLUMN STEP</b>	<b>I BA + 30</b>	<b>II BA + 45</b>	<b>III BA + 60</b>	<b>IV BA + 75</b>
1	77,121	78,697	81,056	84,203
2	80,663	82,237	84,598	87,744
3	84,203	85,778	88,142	91,285
4	87,744	89,320	91,678	94,827
5	91,285	92,862	95,219	98,370
6	94,827	96,405	98,765	101,912
7	98,489	99,942	102,305	105,452
8	99,942	101,518	103,879	107,026
9	101,518	103,090	105,452	108,600
10	103,089	104,667	107,026	110,176
11	104,667	106,237	108,600	111,748
12	106,237	107,816	110,176	113,317
13	107,816	109,386	111,748	114,895
14	109,386	110,958	113,317	116,469
15	110,958	112,535	114,895	118,043
16	112,535	114,107	116,469	119,618
17	114,107	115,681	118,043	121,191
18	114,107	117,257	119,618	122,765
19	114,107	117,257	121,191	124,338
20	114,107	117,257	122,765	125,914
21	114,107	117,257	122,765	127,486
22	114,107	117,257	122,765	129,064
23	114,107	117,257	122,765	130,632
24	114,107	117,257	122,765	132,206
25	114,107	117,257	122,765	133,780

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Employees who do not have a preliminary or clear credential from a state recognized agency will be frozen on their current step until the school year following the date they receive their preliminary or clear California credential.

**Education Stipends**

**Masters:** \$1,000 in addition to regular placement, limit 2\*

**Doctorate:** \$2,000 in addition to regular placement, limit 1\*

**National Board Certification:** \$1,500 in addition to regular placement, limit 1\*

\*Payment for the degrees earned or new hire during the school year will be pro-rated

**Benefits:** The District does not provide a separate allocation for insurance fringe benefits.

**NEWARK UNIFIED SCHOOL DISTRICT**  
**2022/2023 Certificated Program Specialist, Psychologist,**  
**School Nurse and Speech Language Pathologist Salary Schedule**

Annual rate based on 1.00 FTE, 196 days

*Board approved 10% increase 4/20/23 effective 7/1/22*

STEP	I
1	88,886
2	92,561
3	96,231
4	99,908
5	103,582
6	107,251
7	110,924
8	112,543
9	114,157
10	115,771
11	117,389
12	119,007
13	120,622
14	122,238
15	123,851
16	125,472
17	127,086
18	128,701
19	130,319
20	131,934
21	133,550
22	135,168
23	136,782
24	138,400
25	140,015

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**Education Stipends**

**Masters:** \$1,000 in addition to regular placement, limit 2\*

**Doctorate:** \$2,000 in addition to regular placement, limit 1\*

**National Board Certification:** \$1,500 in addition to regular placement, limit 1\*

\*Payment for the degrees earned or new hire during the school year will be pro-rated

**Benefits:** The District does not provide a separate allocation for insurance fringe benefits.

**NEWARK UNIFIED SCHOOL DISTRICT**  
**2023/2024 Certificated Program Specialist, Psychologist,**  
**School Nurse and Speech Language Pathologist Salary Schedule**

Annual rate based on 1.00 FTE, 196 days

*Board approved 2% increase 4/20/23 effective 7/1/23*

STEP	I
1	90,664
2	94,412
3	98,156
4	101,906
5	105,654
6	109,396
7	113,142
8	114,794
9	116,440
10	118,086
11	119,737
12	121,387
13	123,034
14	124,683
15	126,328
16	127,981
17	129,628
18	131,275
19	132,925
20	134,573
21	136,221
22	137,871
23	139,518
24	141,168
25	142,815

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**Education Stipends**

**Masters:** \$1,000 in addition to regular placement, limit 2\*

**Doctorate:** \$2,000 in addition to regular placement, limit 1\*

**National Board Certification:** \$1,500 in addition to regular placement, limit 1\*

\*Payment for the degrees earned or new hire during the school year will be pro-rated

**Benefits:** The District does not provide a separate allocation for insurance fringe benefits.

**NEWARK UNIFIED SCHOOL DISTRICT**  
**2023/2024 Certificated Program Specialist, Psychologist,**  
**School Nurse and Speech Language Pathologist Salary Schedule**

Annual rate based on 1.00 FTE, 196 days

*Board approved 4% increase 4/20/23 effective 1/1/24*

STEP	I
1	94,291
2	98,188
3	102,082
4	105,982
5	109,880
6	113,772
7	117,668
8	119,386
9	121,098
10	122,809
11	124,526
12	126,242
13	127,955
14	129,670
15	131,381
16	133,100
17	134,813
18	136,526
19	138,242
20	139,956
21	141,670
22	143,386
23	145,099
24	146,815
25	148,528

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**Education Stipends**

**Masters:** \$1,000 in addition to regular placement, limit 2\*

**Doctorate:** \$2,000 in addition to regular placement, limit 1\*

**National Board Certification:** \$1,500 in addition to regular placement, limit 1\*

\*Payment for the degrees earned or new hire during the school year will be pro-rated

**Benefits:** The District does not provide a separate allocation for insurance fringe benefits.



## Coaching Stipends

## High School

Sport	Head Varsity	Relationship to Head Varsity		
		Head JV/Frosh	Asst. Varsity	Asst JV/Frosh
<i>Category 1</i> Baseball, Basketball, Football, Soccer, Softball, Swimming, Track, Water Polo, Wrestling	\$3,000	80% - \$2,400	75% - \$2,250	65% - \$1,950
<i>Category 2</i> Cross Country, Volleyball, Badminton, Golf, Tennis, Lacrosse	2,600	80% - \$2,080	75% - \$1,950	65% - \$1,690
Longevity Factor For continuous years of coaching at the secondary level in the same sport.				
1. After Two (2) Years Commencing with the third: Stipend plus	\$200	80% - \$160	75% - \$150	65% - \$130
1. After Five (5) Years Commencing with the sixth: Stipend plus	\$300	80% - \$240	75% - \$225	65% - \$195
1. After Eight (8) Years Commencing with the ninth: Stipend plus	\$400	80% - \$320	75% - \$300	65% - \$260

## Junior High

Sport	Head Coach	Asst. Coach (as approved by Human Resources)		
Basketball, Volleyball, Wrestling and all other after school sports (as approved)	\$900		\$550	

Each year the District shall determine which assignments shall be offered:

- Each Site shall then recommend to the District Superintendent and Human Resources the number of positions offered and the funding source.
- Appointment to an assignment shall be made by the Superintendent with the concurrence of the District Superintendent, Human Resources.
- Appointments are, as appropriate, for the school year or for one season.

## Extra Duty Stipends

## APPENDIX G

### High School

Assignment	Amount
Activities Director	\$4,000
Drama Director	\$2,000
Instrumental Director	\$1,500
Vocal Music	\$1,500
Yearbook	\$1,000
Publications	\$1,000
Rally (Cheer) Squad Advisor	\$2,600
Star Academy (2)	\$5,000

### Junior High School

Assignment	Amount
Intermediate After School Sports	\$2,000
Yearbook	\$1,000
Publications	\$1,000
Instrumental Music	\$1,000
Vocal Music	\$1,000
Rally (Cheer) Squad Advisor	\$1,000

### All Levels

Assignment	Amount
E3 Peer Coach	Per evaluated teacher - \$500

## Department Chair Stipends

### High School

Department	Base Amount	Amount Per Section
Electives	\$1800	\$60
English	\$1800	\$60
Fine Arts	\$1800	\$60
Math	\$1800	\$60
Modern Language	\$1800	\$60
Physical Education	\$1800	\$60
Science	\$1800	\$60
Social Science	\$1800	\$60

### Junior High School

Department	Base Amount	Amount Per Section
Electives	\$1800	\$60
English	\$1800	\$60
Math	\$1800	\$60
Physical Education	\$1800	\$60
Science	\$1800	\$60
Social Science	\$1800	\$60



# NEWARK UNIFIED SCHOOL DISTRICT

## Human Resources Department

### Employee Leave Request

Eligible employees are entitled under the Family and Medical Leave Act (FMLA) to take up to 12 weeks of job-protected leave for certain family and medical reasons. You also may be eligible for other leave of absences such as CFRA or a special unpaid leave. Please submit this request form to your human resources manager at least 30 days before the leave is to begin whenever possible. The District reserves the right to deny or postpone leave if you do not give adequate notice when permitted under federal and/or state law.

#### Employee Information:

Name: \_\_\_\_\_

Today's Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Location: \_\_\_\_\_ Position: \_\_\_\_\_

☐ Certificated ☐ Classified

**Work Calendar:** ☐ 10-month ☐ 10.5-month ☐ 11-month ☐ 12-month

**Part-time:** ☐ Yes ☐ No

**Reason for Requesting Leave:** I am requesting leave for the following reasons: (check all that apply)

- ☐ Birth of my child; to care for my newborn child
- ☐ Placement of a child with me for: ☐ adoption ☐ foster care
- ☐ My own serious health condition
- ☐ Leave to care for a family member with a serious health condition

**Relationship:** \_\_\_\_\_

- ☐ Qualifying exigency because a family member is on active duty or has been called to active duty in the Armed Forces.

**Relationship:** \_\_\_\_\_

- ☐ Leave to care for a family member who is a member of the Armed Forces and who is undergoing medical treatment or recuperating from a serious injury or illness incurred while on active duty.

**Relationship:** \_\_\_\_\_

- ☐ Other (please explain) \_\_\_\_\_

**Duration of Leave:** Expected Start Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Expected End Date \_\_\_\_/\_\_\_\_/\_\_\_\_

*I understand HR must receive a note from my medical provider releasing me back to work (or after my postpartum exam if I am not returning when my maternity leave ends). Notes can be faxed directly to the HR Office at 510-792-9681.*

Employee Signature: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

#### HR USE ONLY

LOA Packet ☐ Sent ☐ Rec'd  
☐ Differential/50% Pay Explained  
☐ Continue Benefits

☐ CalStrs Packet (Certificated only)  
☐ WOP Explained  
☐ Guest Placement Clerk Notified

Newark Unified School District  
Monday Preparation Waiver

I \_\_\_\_\_, hereby give my permission for my site administrator to assign me a Monday preparation period for the third consecutive year.

\_\_\_\_\_  
Signature of Unit Member

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Site Administrator

\_\_\_\_\_  
Date

Distribution: Human Resource  
Site Administrator  
Newark Teacher Association  
Unit Member

## Evaluation Timeline

Task	Timeline/Deadline	Documentation	Who?
<b>Orientation Meeting:</b> ALL Educators being evaluated attend	by September 1st	Handbooks: Element Rubrics, Process and Forms	E & EV
<b>Educator Self-Reflection:</b> Educator reflects on practice and highlights relevant Element descriptors and rubrics	Prior to Individual Planning Conference	Element Rubrics Content standards	E
<b>Individual Planning Conference:</b> Review self-reflection Elements, rubrics; identify focus standards and PD needs; Identify assessments and student work to demonstrate student growth; complete Professional Growth & Plan	by September 30th	Educator brings Element Rubric, Self- Reflection (E) Professional Growth Goals & Plan (EV)	E, EV, & PC
<b>Planning Meeting 1:</b> Educator and Peer Coach confer on Educator's planned lesson	Within 5 instructional days prior to recording	Lesson Planning Guide	E & PC
<b>Drop-In Visit<sup>1</sup> #1</b>	by October 31st	Evidence Collection & Drop-In Forms	E, EV, & PC
<b>Video Recording 1:</b> Educator videotapes 30-60 min. lesson & gathers student work samples, assessments, and/or data for Review Meeting	Before Winter Break.	Videotape of the selected lesson	E
<b>Review Meeting 1:</b> Within 10 instructional days after the video recording, analyze planned lesson, review student work & assessments, identify Educator's placement on Element rubrics	Within 10 instructional days of recording.	Video, student work, data, assessments, Pre-Observation Guide, Formal Observation Report, Prof. Growth Goals/Plan	E, EV, & PC
<b>Drop-In Visit #2</b>	Jan. 31st =Temp/Prob Feb. 28th =Perm	Evidence Collection & Drop-In Forms	E, EV, & PC
<b><i>PLANNING, VIDEO, AND REVIEW MEETINGS #2 ARE ONLY NECESSARY IF MARKS ARE LOW FROM SESSION #1</i></b>			
<b>Planning Meeting 2:</b> Educator and Peer Coach confer on Educator's planned lesson	Within 5 instructional days prior to recording	Lesson Planning Guide	E & PC
<b>Video Recording 2:</b> Educator videotapes 30-60 min. lesson and gathers student work samples, assessment, and/or data for Review Meeting	Feb 15th =Temp/Prob Mar. 15th = Perm	Videotape of selected lesson	E
<b>Review Meeting 2:</b> Within 10 instructional days after the video recording, analyze planned lesson, review student work & assessment, identify Educator's placement on Element rubrics	Within 10 instructional days of recording.	Video, student work, assessments, Pre-Observation Guide, Formal Observation Report, Prof. Growth Goals & Plan	E, EV, & PC

<b>Reflective Conversation Wrap Up:</b> Educator, Evaluator and Peer Coach meet to review Educator's growth, discuss implications for planning and application of future evaluation cycles. If the evaluation is Applying or Integrating, move the Educator to the 5 year cycle, if eligible.	No later than 45 days before the end of school, approx. April 15th	Drop-in forms, Element Rubrics and reflections, Student work/ assessments, Formal Observation Report, Prof. Growth Goals & Plan	E, EV, & PC
<b>Summary Evaluation Form:</b> Deliver to E & HR	30 days prior to the last day of school	Summary Evaluation Form	EV
<b><i>Timeline must be upheld for a complete evaluation.</i></b>			

<sup>1</sup> Drop in visits by Evaluator and Peer Coach should not be at the same time. Drop-In Forms are provided to Educator within five instructional days.  
EV = Evaluator E = Educator PC = Peer Coach

# ***Newark Unified School District Newark Teachers Association***

**Educator Effectiveness Evaluation**

**Process and Forms Handbook**

**All Educators**



**Dedicated to Richard Nikssarian**



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## **Introduction and Background**

In January of 2014 Newark Unified School District was invited by the California Department of Education to participate in a pilot program to develop an Educator evaluation system that was focused on increasing student learning and improving Educator practice. A team representing Newark Educators, administrators, and district office personnel began to look at research and successful evaluation models. The Educator Effectiveness Evaluation (E<sup>3</sup>) Team also surveyed educators and administrators from Newark about their experience with the evaluation process. Utilizing all of those resources, the E<sup>3</sup> Team created a plan that incorporated many of the features research found to be most effective and addressed concerns and areas of need that were surfaced by the survey data. This handbook was designed to help Educators and administrators work together successfully.

## **Guiding Principles and Philosophy for the E<sup>3</sup> Integrated Professional Learning System**

We believe the following principles are essential to an evaluation system that supports educator growth and develops educator effectiveness:

1. The goal of an evaluation system is to strengthen the knowledge, skills and practice of educators to improve student learning.
2. An evaluation system must be differentiated to support the development of educators through all career stages—from beginning, to mid-career, to veteran.
3. An evaluation system must address the varying assignments of certificated educators, including those who teach core and non-core subject areas, and are classroom and non-classroom educators (e.g. resource educators, counselors, nurses and psychologists).
4. An evaluation system must include evidence of teaching and student learning from multiple sources (e.g. observation data, evidence of professional practice, and evidence of student growth).
5. An evaluation system must provide relevant and constructive feedback and support that informs teaching practices. Feedback must be coordinated with high quality professional development that is continuous; linked to curriculum and the California Standards for the Teaching Profession (CSTP); and allows for adequate time and resources for coaching, modeling, observation and mentoring.
6. An evaluation system should include opportunities for peer involvement for advisory and support purposes.
7. An evaluation system must consider the complexities of teaching and student learning that are outside of the educator's control and beyond the classroom walls.
8. All evaluation components and procedures must be clearly defined, explained, and transparent to all educators.
9. All evaluators must have extensive training and regular calibration in all evaluation procedures and instruments.
10. An effective evaluation system that supports professional learning requires an ongoing commitment of financial resources, training and time.

The parents, school board members, and staff of Newark Unified School District are committed to the continuation of the district's strong educational program. The focus of the evaluation system is to improve practice, increase student learning, close achievement gaps among all students, and prepare students for success in college and careers.

We believe educator evaluation needs to be a holistic and comprehensive view of an educator's practice. While the primary focus of the evaluation is to improve instruction, Educator evaluation requires educators to meet the established performance expectations. The process must be continuous, constructive, and take place in an atmosphere of mutual trust and respect. The process is a cooperative effort on the part of the evaluator and educator. It is designed to encourage productive dialogue between staff and supervisors and to promote improved performance, professional growth and development.

## **Evaluation Overview**

### **Identification of Educator Participants:**

- a) Probationary and Temporary Educators shall be evaluated every school year.
- b) Permanent Educators shall be evaluated every other school year.
- c) Permanent Educators who have been employed at least ten (10) years with the school district, are highly qualified, as defined in the applicable sections of the United States Code, and whose previous evaluation rated the Educator as Applying or Integrating overall, shall be evaluated at least every five years if the Educator and Evaluator agree. The Educator or the Evaluator may withdraw consent at any time.

Evaluators shall provide Human Resources with a tentative list of Permanent Educators to be evaluated in the coming year prior to the last day of school. Those Educators shall be notified at the same time. Any updates in personnel being evaluated shall be provided to Human Resources and Educators by the end of the twentieth instructional day. In addition, Human Resources shall notify Evaluators of any personnel changes at their site.



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**NEWARK UNIFIED SCHOOL DISTRICT**

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**Certificated Employee - Evaluator Agreement  
For 5-Year Evaluation Cycle**

Employee \_\_\_\_\_ Evaluator \_\_\_\_\_

Site \_\_\_\_\_ Assignment \_\_\_\_\_

As outlined in the Educator Effectiveness Evaluation Process & Forms Handbook, I am eligible to be evaluated at least once every five (5) years.

By mutual agreement of the Evaluator and the employee to be evaluated, the employee shall be evaluated at least once every five (5). I understand that either my evaluator or I may withdraw consent of this agreement at any time.

I hereby request that my formal evaluation cycle be extended from every other year to every five years and certify that the following criteria has been met:

- ☐ I am a permanent employee in the Newark Unified School District.
- ☐ I have been employed at least ten years in the Newark Unified School District.
- ☐ My previous evaluation assessed my performance as Applying or Integrating overall.

Employee \_\_\_\_\_

Date \_\_\_\_\_

I consent to extend this employee's evaluation cycle from every other year to every five years as provided for in the collective bargaining agreement. I understand that the employee or I may withdraw consent of this agreement at any time.

Evaluator \_\_\_\_\_

Date \_\_\_\_\_

**TO BE USED FOR CONSENT WITHDRAWAL ONLY:****Consent Withdrawn by** \_\_\_\_\_**Date:** \_\_\_\_\_**Employee:** \_\_\_\_\_ **Evaluator:** \_\_\_\_\_

## Evaluation Timeline

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<b>Summary Evaluation Form:</b> Deliver to E & HR	30 days prior to the last day of school	Summary Evaluation Form	EV
<b><i>Timeline must be upheld for a complete evaluation.</i></b>			

<sup>1</sup> Drop in visits by Evaluator and Peer Coach should not be at the same time. Drop-In Forms are provided to Educator within five instructional days.

EV = Evaluator E = Educator PC = Peer Coach

## System of Educator Support

PROFESSIONAL PRACTICE	ADVISORY	STRUCTURED IMPROVEMENT AND REVIEW (SIR)
<p>In an ongoing cycle of professional growth, designed to lead to higher levels of student achievement, the Educator, Peer Coach (if in place), and Evaluator use reflective conversations to create professional growth goals, and to monitor those goals using evidence from multiple sources.</p> <p>The <i>Standards-Based Self-Evaluation, Individual Planning Conference</i>, and the <i>Professional Growth Goals and Plan</i> shall be completed in accordance with the established timelines. Drop-In visits begin prior to winter break.</p> <p>All Educators begin in Professional Practice.</p>	<p>When a concern about performance arises, an Advisor is assigned to assist the Educator with identified standard(s) and to develop an Individual Improvement Plan.</p> <p>Advisory shall be for 80 instructional days. The purpose of Advisory is for the Educator to implement the Individual Improvement Plan with weekly support from the Advisor.</p> <p>It is incumbent upon the Educator to provide evidence (e.g. student work, lesson plans, assessments) demonstrating proficiency in the identified standard(s).</p> <p>The Evaluator also collects evidence of progress during implementation of the Individual Improvement Plan.</p> <p>The result of Advisory shall determine if Educator returns to Professional Practice, continues in Advisory for an additional 80 days for a maximum of two cycles, or is referred to Structured Improvement and Review.</p> <p><i>(Begins after the Educator Support Panel approves placement.)</i></p>	<p>When a concern about performance continues after Advisory, a SIR Advisor is assigned to assist the Educator with identified standard(s) and to develop a Structured Improvement Plan (SIP) created in consultation with the Educator, Evaluator, and SIR Advisor. The SIR Advisor works with the Educator to implement the SIP, provide needed support and to document progress. The Evaluator continues to collect and submit evidence.</p> <p>SIR shall be for 80 instructional days. The purpose of SIR is for the Educator to implement the Structured Improvement Plan with weekly support from the SIR Advisor.</p> <p>Every four weeks, reports of performance are made to the Educator Support Panel.</p> <p>Upon successful completion of SIR, the Educator returns to Professional Practice. Unsuccessful completion of the SIR results in a recommendation to the Governing Board for dismissal.</p>



## Summary of Participant Expectations

	PROFESSIONAL GROWTH GOALS & PLAN	PEER SUPPORT	PEER COACH DROP-INS	EVALUATOR DROP-INS	VIDEO, FORMAL OBSERVATION, PORTFOLIO
Induction Candidates	Reflection, Induction Documents, and Individual Planning Conference	Support Provider	N/A	2	1 Video Recording or Formal Observation*
Temporary & Probationary Educators who are not in Induction	Reflection and Individual Planning Conference	Peer Coach	2	2	1 Video Recording or Portfolio Option*
Permanent Educators	Reflection and Individual Planning Conference	Peer Coach Optional	2	2	1 Video Recording or Portfolio Option*

\*If video or formal observation is rated Ineffective or Emerging overall, then a second video or formal observation is required.

## **Mandatory Evaluation Standards/Domains by Classification**

### **All Classroom Teachers (including all PE instructors and Elementary SRTs)**

- 2.3~Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
- 3.1~Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- 6.3~Collaborating with colleagues and the broader professional community to support teacher and student learning

### **TOSAs**

- 3.1~Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- 4.4~Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
- 6.3~Collaborating with colleagues and the broader professional community to support teacher and student learning

### **Counselors**

- 1e~ Designing a coherent counseling program
- 3d~ Assessing student academic, social, and emotional needs
- 4c~ Communicating with families, staff, and community

### **Librarian/Media Specialist**

- 1b~ Demonstrating knowledge of the school's program and student information needs within that program
- 2a~ Creating an environment of respect and rapport
- 3d~ Assisting students and teachers in the use of technology in the library/media center

### **Nurse**

- 1e~ Planning the nursing program for both individuals and groups of students, integrated with the regular school program; Designs individual plans (HCP, IEP, 504) and assesses effectiveness of interventions
- 2c~ Following health protocols and procedures
- 3a~ Assessing student needs and responds appropriately

### **Psychologists**

- 1e~ Psychologist develops a cohesive therapy plan based on goals as well as school-based programs (i.e. PBIS, SEL Curriculum)
- 3a~ Responding to referrals, consulting with teachers, administrators
- 4f~ Showing professionalism, including integrity, advocacy, and maintaining confidentiality

### **Speech-Language Pathologists**

- 1b~ Establishing individual goals for the therapy program appropriate to the setting and the students served
- 3a~ Responding to referrals and evaluating student needs
- 4f~ Showing professionalism, including integrity, advocacy, and maintaining confidentiality

## Evaluation Procedure:

### E<sup>3</sup> Orientation:

Participants shall attend an orientation meeting hosted by Human Resources and shall receive an overview of the integrated professional learning system. This required orientation meeting begins the evaluation cycle and shall take place prior to the Individual Planning Conference.

### Reflection:

**For Induction Candidates:** Prior to the Individual Planning Conference, Educators being evaluated shall complete the CSTP Self-Assessment and Individualized Learning Plan in their induction portfolio.

**For Non-Induction Educators:** Prior to the Individual Planning Conference, Educators being evaluated shall complete a self-reflection by highlighting the CSTP/Domain descriptors and rubrics relating to their practice. During this process the Educator shall reflect on what type of evidence may be used to demonstrate mastery of relevant standards.

### CSTP Focus:

1. Each Educator shall be responsible for five CSTP or Danielson Domain elements for the school year. The three mandatory, district chosen elements for each group of educators are specified in the Rubric Handbooks. In addition:
  - a. The Educator shall select one observable element from the CSTP 1-5 based on their self-reflection of the descriptors and rubrics relating to their practice.
  - b. The Evaluator shall select one observable element from the CSTP 1-5 that is different from the Educator's choice.

**Individual Planning Conferences:** Educators along with their Peer Coach, if identified and applicable, shall participate in a planning conference with the Evaluator, prior to the first scheduled formal observation or video recording. The professional growth goals shall be developed collaboratively with the Educator, Peer Coach (if applicable) and Evaluator using the Professional Growth Goals and Plan form. The CSTP element that the Educator has selected shall be communicated to the Evaluator prior to this conference.

1. The Educator and Evaluator identify and agree on academic standards that align with the Educator's assignment and shall be the focus for the collection of evidence for student growth. The Educator completes and implements the Growth plan which is then shared and discussed at the Reflective Conversation Wrap-Up.
2. The planning conference shall include reviewing the self-reflection and CSTP or Danielson Rubrics. In addition, during the conference the process for analyzing student work shall be discussed and a plan shall be developed.

**Drop-In Visits:** A Drop-In visit is an unscheduled observation of professional practice. Drop-In visits shall be approximately 15 to 20 minutes in length using the Evidence Collection Sheet and Drop-In Form. The first Drop-In visit shall occur prior to the Winter Break holiday. The second Drop-In visit shall occur prior to the last day of January.

**For Induction Candidates:** The Evaluator shall conduct a minimum of two Drop-In visits. These Educators will not receive a Peer Coach. The Evaluator shall provide a completed copy of the Drop-In Form to the Educator within five instructional days.

**For Temporary and Probationary Educators who are not in Induction:** The Evaluator shall conduct a minimum of two Drop-In visits. These Educators will receive a Peer Coach. The Evaluator shall provide a completed copy of the Drop-In Form to the Educator within five instructional days.

**For Permanent Educators:** The Peer Coach, if chosen by the Educator for support, shall conduct a minimum of two Drop-In visits. The Peer Coach shall provide the completed Drop-In Forms to the Educator and meet with them for at least 15 minutes to debrief the Drop-In within five instructional days of the visit. The Evaluator shall conduct a minimum of two Drop-In visits and provide a completed copy of the Drop-In Forms to the Educator within five instructional days of the visit.

**Video Recording or Formal Observation Process:** This formative process consists of three phases.

**Planning Phase:** The Educator and the Peer Coach (if applicable) shall plan/discuss the lesson and how it will show evidence of student learning and/or growth within the relevant standards using the Lesson Planning Guide. The planning phase shall occur within five instructional days prior to the video recording or formal observation. The Evaluator may request a copy of the Lesson Planning Guide and the Educator's lesson plan prior to the review process.

**Video Recording or Formal Observation Phase:** Educators shall conduct a lesson of 30-60 minutes in length. This lesson shall be video recorded, or formally observed by the Evaluator. Any formal observation by an Evaluator shall be for a minimum of 25 minutes.

Induction Candidates shall have the choice of doing the video recording or a formal observation. Educators not in Induction shall have the choice of doing the video recording or a portfolio option, which shall include a formal observation.

Educators who choose the video recording option shall record one lesson no later than December 15<sup>th</sup>. If during the review phase, the Observation Report indicates an overall placement of Not Effective or Emerging on the Educator Evaluation Continuum, a second video recording must be conducted by February 15<sup>th</sup>.

Induction Candidates who choose the formal observation option shall have one lesson observed by their Evaluator no later than December 15<sup>th</sup>. If during the review phase, the Observation Report indicates an overall placement of Not Effective or Emerging on the Educator Evaluation Continuum, a second formal observation must be conducted by February 15<sup>th</sup>.

Educators not in Induction who choose the portfolio option shall have one lesson observed by their Evaluator no later than December 15<sup>th</sup>. If during the review phase,

the Observation Report indicates an overall placement of Not Effective or Emerging on the Educator Evaluation Continuum, a second formal observation must be conducted by February 15<sup>th</sup>.

**Review Phase:** The Educator shall schedule the Review Meeting to occur within ten instructional days after the video recording or formal observation. If the Educator has chosen the video recording option, the Educator shall identify 20 continuous minutes of recording using the Educator Video Reflection Form. The recorded segment shall be analyzed during the Review Meeting with the Educator, Peer Coach (if applicable), and Evaluator. During this meeting, the Educator, Evaluator and Peer Coach (if applicable), shall review evidence of observation, student growth, and professional practice. The Educator shall bring student work, assessments or assessment data, and may bring Peer Coach Drop-In Forms so they can be reviewed. The Evaluator shall complete the Observation Report.

**Reflective Conversation Wrap-Up:** The purpose of the Wrap-Up is for the Educator to refer to and share all evidence of growth. The Evaluator, Peer Coach (if applicable), and the Educator shall meet to discuss and review the Educator's growth no later than one week before the delivery of the Summary Evaluation. The Educator shall provide documentation of professional growth.

This evidence should include:

- 1) a reflection of his/her practice and growth by highlighting the CSTP descriptors and rubric
- 2) the results from the Plan for Evidence of Student Growth
- 3) Peer Coach Drop-In Forms (these are optional)
- 4) The Evaluator shall have:
- 5) Evaluator Drop-In Forms
- 6) Observation Reports
- 7) documentation that may have been given throughout the year.

The Evaluator shall also bring the Professional Growth Goals Form to review. This reflective conversation shall help the Educator identify his/her placement on the CSTP Rubric.

**Summary Evaluation:** The Summary Evaluation shall be delivered to the Educator no later than 30 days prior to the end of the school year. The Evaluator may request a meeting to discuss implications for future planning and placement on the evaluation cycle.

The Educator may request a meeting to discuss the summary evaluation and/or submit a written response. Such response shall be attached to the evaluation, no later than ten instructional days after the receipt of the Summary Evaluation.

## Rating Codes

<b>N</b>	<b>“Not Effective”</b>	Practice that is inadequate and is inconsistent with expectations of the California Standards for the Teaching Profession and is in need of immediate improvement and/or intervention.
<b>E</b>	<b>“Emerging”</b>	Practice that is developing or weak in relation to the California Standards for the Teaching Profession and is in need of strengthening before the next evaluation.
<b>A</b>	<b>“Applying”</b>	Practice that is competent, satisfactory and consistent with the California Standards for the Teaching Profession.
<b>I</b>	<b>“Integrating”</b>	Practice that exemplifies the California Standards for the Teaching Profession.

## Rating Scale

The evaluation process measures growth in five professional standards.  
Below is the rating scale to achieve a rating of:

✓ Not Effective

✓ Emerging

✓ Applying

✓ Integrating

NOT EFFECTIVE	EMERGING	APPLYING	INTEGRATING
More than one Not Effective rating.	Not more than one Not Effective rating	Zero Not Effective ratings	Five Integrating ratings
	Two or more Emerging with any combination of Applying and Integrating	Two or more Applying with the remaining Integrating	
	One Emerging and one Not Effective with any combination of Applying and Integrating	One Emerging with any combination of Applying and Integrating	

# **Portfolio Option**

## **Background**

The use of portfolios to demonstrate teacher development gained prominence in the 1980's. By the early 2000's many districts were using teacher portfolios for evaluation and professional development (McNelly, 2002) and various studies in that decade took steps toward validating their positive impact on teaching performance, reported learning and student achievement gains. Various researchers have affirmed the benefits of providing a flexible format for the measurement of student growth, particularly in non-tested grades and subjects (Goe, Bell and Little, 2008; Wolf and Dietz, 1998; McNelly, 2002) and encouraging teacher self-reflection (McIntyre and Dangel, 2009; Painter, 2001; Wolf and Dietz, 1998).

## **Scope and Focus**

The focus of the portfolio shall be the five selected CSTP/Danielson Domain elements: one element selected by Educator and one element selected by Evaluator.

Educators who have selected the Portfolio Option do not video record a lesson. Rather, one formal observation done by the Evaluator shall take the place of the video. If during the review phase, the Observation Report indicates an overall placement of Not Effective or Emerging on the Educator Evaluation Continuum, a second formal observation shall be conducted by the Evaluator by February 15<sup>th</sup>. Collection and review of evidence of student growth, and evidence of professional practice shall be included in the portfolio. Peer Coach Drop-In visit feedback, and the results of student perception surveys may be included in the portfolio.

## **Scoring**

The completed portfolio is due to the Evaluator 60 days before the last day of the school year. The Evaluator shall consider the portfolio with other measures to determine a final rating.

## **Process**

Bring the portfolio-in-progress to the Review Meeting(s) and the Reflective Wrap-Up Meeting.

## **Procedure**

### **Structured Review of Student Work**

The purpose of the Structured Review of Student Work component of the portfolio is to reflect on the Educator's contribution to student progress across work samples of three students.

1. Identify the three students and your rationale for selecting them:
  - a. What is your plan for selecting work samples for each selected student during each grading period?
2. Respond to the following prompts:
  - a. How did the needs of students in this class affect your planning?
  - b. Describe any instructional challenges represented by this class.
  - c. What were your learning goals for each unit?
  - d. How were your selected assessments connected to the overall goals of the unit?
3. Write a separate paragraph in which you describe the following for each of the three students:
  - a. Describe each student's skills.
  - b. What does the student work indicate to you regarding the student's progress toward attaining the learning goals?

4. Write a concluding analysis reflecting on the following questions:
  - a. Comment on the feedback you provided the students.
  - b. As you compare and contrast the student responses to the instructional assessments, what did you learn about each student's conceptual understanding?
  - c. Based upon the student responses, what would you consider changing as you prepare to teach this instructional unit again?

### **Student Perception Survey**

The purpose of a Student Perception Survey is to provide Educators with meaningful feedback about how their practice impacts student learning and to incorporate student voice and experience into efforts to improve learning. Student surveys provide a unique tool that can give Educators formative, actionable feedback. Whereas Evaluators can only be in classrooms during a limited number of hours each year, students spend hundreds of hours with Educators and are constantly experiencing Educators' practices. Furthermore, emerging research indicates that combining student feedback with observations of classroom practice and student academic growth results is a more valid and reliable predictor of an Educator's future effectiveness and provides more meaningful feedback than any one or two of those measures alone.

A district coordinator shall work with the educator to plan for and implement the survey. At the option of the Educator, the survey results may be shared with the Evaluator.

The student perception survey is mandatory for all Educators using the Portfolio Option. The survey shall be given twice during the year, once in October and again in March. For Educators choosing the Video Option, the student perception survey is optional.

#### **Additional Artifacts**

##### **Required**

- Standards-based lesson plans (select 3-5)
- Samples of teacher-designed assessments (select 3-5)
- Evaluator observations and Drop-Ins
- Schedules (elementary: daily class schedule)
- Professional development participation and information

##### **Choose Three**

- Written feedback given to students
- Student process journal that captures student's understanding and use of teacher feedback
- Videos of instruction or interaction with students
- Photographs of classroom environment depicting active student engagement
- Letters from colleagues, parents and community members
- Student background and/or demographic information
- Awards and recognition
- Coursework certification

##### **Optional**

- Peer Coach Drop-Ins
- Student Perception Survey results/analysis



## **Educator Role and Responsibilities**

Educators in the evaluation cycle shall be reflecting on current practice. They shall focus on professional growth. In addition, attention shall be given to how Educator growth affects student achievement. Peer Coaches will be assigned to Educators with Permanent status.

1. Be oriented in all parts of the process
  - a. Reflect on current practice
  - b. Develop and implement Professional Growth Goals and Plan
  - c. Be familiar with video recording process
  - d. Plan and record lesson or compile portfolio
  - e. Attend meetings prepared to share reflections; be active and contribute
  - f. Attend meetings:
    - i. Orientation
    - ii. Individual Planning Conference
    - iii. Review
    - iv. Reflective Conversation Wrap-Up
  - g. Complete all necessary forms

## **Educator Requirements**

Educators shall meet the following minimum components of the evaluation growth process.

1. Attend an E<sup>3</sup> orientation to start the evaluation growth process
2. Be familiar with and adhere to the evaluation timeline
3. Be familiar with the video technology used in the E<sup>3</sup> process
4. Be familiar with the standards and specific elements (CSTPs) to be addressed in the current cycle
5. Reflect on current practice using the E<sup>3</sup> rubric handbook and determine areas of professional growth
6. Be involved in an Individual Planning Conference with Peer Coach and Evaluator to plan professional growth goals and determine ways to measure student growth
7. Plan and video a lesson to show evidence of practice aligned with goals and targeted elements **or** Plan and compile a portfolio that documents and provides evidence of student as well as professional growth
8. Meet with the Peer Coach and Evaluator to analyze video recording(s) or Formal Evaluator observation(s) during the review step, provide evidence that shows professional as well as student growth (portfolio)
9. Review all documentation, reflect on practice and overall growth, plan professional growth and identify on-going goals through Reflective Conversation Wrap-Up
10. Receive a summary evaluation from the Evaluator with option to meet and/or provide a written response

## **Evaluator Role and Responsibilities**

All Evaluators must obtain certification bi-annually. Each Educator shall not have more than one Evaluator concurrently. It is the responsibility of the Evaluator to write and deliver a final summary evaluation to each Educator. Peer Coaches will be assigned to fully credentialed Educators with Temporary or Probationary status, and Permanent Educators requesting the support of a Peer Coach.

1. Identify and inform HR and Educators who are on cycle at their site
2. Adhere to the evaluation timeline
3. Facilitate meetings:
  - a. Individual Planning Conference
  - b. Review
  - c. Reflective Conversation Wrap-Ups
4. Conduct Drop-In visits
5. Conduct one or two video/formal observations, with feedback for those Educators on the Portfolio Option
6. Complete all necessary forms
7. Be trained in all parts of the process

## **Evaluator Requirements**

1. Evaluators shall meet the following minimum components of the evaluation growth process.
2. Achieve Calibration certification every other year; new Evaluators will achieve Calibration certification their first year. Calibration certification should be completed before the first Drop- In Visit is conducted, no later than October 15th to keep with the timeline requirements.
3. Attend an E<sup>3</sup> orientation to start the evaluation growth process
4. Be familiar with the video technology used in the E<sup>3</sup> process
5. Be involved in Individual Planning Conferences and support Educators in their personal goals and growth plan
6. Conduct two 15 – 20 minute Drop-In Visits after the E<sup>3</sup> orientation and before February 1st
7. Complete the Drop-In Forms and provide a completed copy to the Educator
8. Recommend Educators to Advisory when a concern about performance arises
9. If the Educator has chosen the Portfolio Option, conduct a formal observation of at least 40 minutes and convene a Review Meeting to discuss the observation; complete the appropriate form and provide a copy to the Educator
10. If the Educator has chosen the Portfolio Option, assist the Educator with portfolio planning and development and analyze the content during review
11. If the Educator has chosen the video option, meet with the Peer Coach and Educator to analyze the scheduled video recording(s) and student growth documentation during the review step; complete the Observation Report
12. Assist the Educator with planning their professional growth and identification of goals through Reflective Conversation Wrap-Up
13. For those Educators on the Portfolio Option, determine a final assessment of the portfolio after two association members of the ESP have rated it using the CSTP or Danielson rubrics
14. Completing a Summary Evaluation for the Educator

# **Peer Coach Role and Responsibilities**

## **Qualifications and Criteria for Peer Coaches**

Peer Coaches are Educators who demonstrate exceptional professional practice. They are proactive leaders at their school site. The Peer Coach uses professional judgment responsibly when coaching and fostering growth through evaluation. Peer Coach qualities include:

1. Sound knowledge of pedagogy and instructional best practices
2. Strong interpersonal and communication skills
3. Ability to have focused conversations
4. Leadership capacity
5. Strong organizational skills
6. Ability to work independently/self-motivated
7. Strong work ethic
8. Must have been evaluated using the E3 process at least once
9. A retiree with the above qualifications may serve as a Peer Coach

Peer Coaches support the Educator's development by meeting with the Educator being evaluated to assist with topics that include pedagogy, classroom/behavior management, and content. Additionally, the Peer Coach may provide support through any or all of the following:

1. Observe teachers in the classroom and provide feedback
2. Model lessons
3. Co-teach
4. Help plan Common Core standards-based lessons
5. Analyze student work
6. Model reflective practice

## **Coaching Requirements**

Peer Coaches shall meet the following minimum components of the evaluation growth process for each Educator on their caseload:

1. Attend and participate in the Initial Planning Conference if assigned to an Educator before the meeting occurs
2. Be familiar with and adhere to the evaluation timeline
3. Attend the three Peer Coach mini training meetings
4. Assist the Educator with planning their professional growth and identification of goals
5. Conduct two 15 – 20 minute Drop-In Visits after the E<sup>3</sup> orientation and before February 1st
6. Complete the Drop-In Form and provide a copy to the Educator
7. Following the Drop-In Visit, provide a 15-30 minute feedback session to the Educator
8. Assist the Educator with the Lesson Planning Guide
9. Meet with the Evaluator and Educator to analyze the video recording(s)
10. Debrief examples of student work demonstrating student growth

## **Compensation**

Peer Coaches shall receive a stipend of \$500 per Educator served for the evaluation cycle. This stipend compensates for all aspects of the role of Peer Coach outside those duties performed during the Peer Coach's preparation time. Additional hourly compensation shall be provided when preparation time is used.

## **Peer Coach Assignments**

If a sufficient number of Peer Coaches cannot be secured, the Educator Support Panel, which has oversight of Peer Coaches, in collaboration with Human Resources shall determine which Educators shall be assigned a Peer Coach. Peer Coaches will try to be matched credential to credential or subject to subject. Matches may be made by HR if all other efforts have been exhausted (9.1.3.1.2)

# **Advisor Role and Responsibilities**

## **Qualifications and Criteria for Advisors**

Advisors are highly skilled Educators who have credibility with their peers, have demonstrated the ability to work with and train adults, and are willing and able to have purposeful conversations with their Assigned Educator (AE). Advisors need the following knowledge, skills and qualities to be successful:

1. Basic qualifications
  - a. A credentialed classroom Educator with permanent status
  - b. A minimum of five recent successful years in the district
  - c. Demonstrated exemplary teaching ability, as indicated by, among other things, subject matter knowledge and mastery of a range of teaching strategies that meet the needs of diverse learners
  - d. Demonstrated talent in written and oral communications
  - e. A retiree with the above qualifications may serve as a Peer Coach or an Advisor
2. Knowledge of and ability to work with teaching standards
  - a. Comprehensive knowledge of state standards
  - b. Ability to foster development of instructional practices aligned with standards
  - c. Ability to use standards as the foundation for providing concrete feedback
  - d. Ability to script complex classroom interactions, linking the standards with both what was observed to be present and what was observed to be missing
3. Knowledge of adult learners and ability to work with adults
  - a. Demonstrated exceptional interpersonal and communication skills
  - b. Ability to earn the confidence and respect of Educators, site administrators, and district personnel
  - c. Ability to communicate feedback in a manner compatible with the AE's style
  - d. Ability to overcome resistance, break through denial and handle disagreements and conflict
4. Disposition that fits the sensitive and consequential aspects of the job
  - a. Willingness to maintain confidentiality of the AE
  - b. Willingness to maintain independence from administrators while maintaining a good relationship, able and willing to develop own assessment of the AE's practice
  - c. Willingness to provide full disclosure of an Educator's performance even when that Educator is in professional jeopardy
  - d. Ability to stay highly organized and to manage and prioritize multiple tasks simultaneously
  - e. Strong initiative and ability to work autonomously with little supervision
  - f. Strong problem solving skills and ability to identify possible solutions
  - g. Reflective and flexible working style, with a strong desire to learn and accept new challenges
  - h. Keen intellect and curiosity about the work

## **Range of Tasks/Activities**

1. Support AE; collect and report evidence of progress
  - a. Assist AE to develop an Individual Improvement Plan (IIP)
  - b. Meet weekly with AE to monitor implementation of IIP

- c. Engage in the steps of the evaluation cycle by assuming the roles of the Peer Coach
  - d. Collect and document evidence of IIP progress and degree to which standards are met
  - e. Meet with fellow Advisors and the ESP
  - f. Provide a report of performance and progress to Educator Support Panel (ESP) every six weeks
2. If AE progresses to Structured Improvement and Review (SIR):
- a. Assist AE to develop a Structured Improvement Plan (SIP)
  - b. Meet weekly with AE to monitor implementation of SIP
  - c. Collect and document evidence of SIP progress and degree to which standards are met
  - d. Continue to provide a report of performance to ESP every six weeks
3. Complete administrative tasks:
- a. Complete documentation of all observations, visitations, meetings and support given to each AE
  - b. Other tasks as requested by the ESP
4. Range of tasks for providing instructional support for AE during Advisory or SIR may include:
- a. Observe (scripting lesson) and give feedback based on teaching standards
  - b. Develop lesson plans, assessments, and grading systems
  - c. Analyze student work
  - d. Conduct case studies of a specific student or students
  - e. Model a lesson while another Advisor quietly narrates for the AE
  - f. Jointly observe expert Educators and discuss implications for the AE's practice
  - g. Jointly attend a professional development event and discuss implications for the AE's practice
  - h. Lead professional development events
  - i. Identify and share resource materials with AE
  - j. Create effective classroom environments with AE by organizing classrooms to remove outdated materials, create access to needed materials, and facilitate student engagement
  - k. Revise seating charts and student grouping plans
  - l. Locate, organize, and order materials, including Educator manuals, curriculum or supplies
  - m. Produce written reports as requested by the ESP
5. Participating in their own training and professional development activities:
- a. Coordinate with peers on drafts of reports and presentations to the ESP
  - b. Participate in meetings with the Human Resources Administrator for a minimum of three times a year
  - c. Participate in training on coaching or other topics

## **Selection Process**

1. Educator Support Panel selects Advisors
  - a. Informational recruitment notice
  - b. Application forms are available online

- c. Screen applications / Conduct interviews
- d. Classroom observations
- 2. Applicants are encouraged to describe:
  - a. Their educational experiences
  - b. Strategies for supporting new Educators
  - c. Leadership experience
  - d. Experience providing professional development
  - e. Strategies they might use for supporting Educators referred to Advisory or SIR
  - f. How they stay current on developments in instruction

### **Training of Advisors**

- 1. Trainings may include
  - a. Coaching skills
  - b. Learning-Focused Conversation skills
  - c. Adult Learning Theory
  - d. Dealing with reluctant Educators
  - e. Knowledge and understanding of professional standards
  - f. Collecting observation evidence; calibration of standards alignment
  - g. Report writing
- 2. Working directly with the HR administrator and other Advisors
  - a. Training on forms and report templates, as well as ESP expectations for the Advisor work
  - b. Advisors meet a minimum of three times a year to discuss observation evidence, professional standards, coaching strategies, and brainstorm support strategies
  - c. AE identities are confidential; Advisor describes the strengths and weaknesses of the AE and listens to his or her colleagues' suggestions for strategies for helping the AE to improve
- 3. Through feedback they receive from their reports to the ESP, Advisors learn from the questions the ESP members ask about their reports and their presentations

### **Evaluation of Advisors**

- 1. Educator Support Panel analyzes the Advisor reports and presentations
- 2. If the Educator Support Panel identifies a performance issue, the panel members try to provide support and opportunities for improvement; if the issue is not resolved, the Advisor may be released
- 3. Advisors remain part of the Educator bargaining unit, so an appropriate administrator serving as co-chair of the ESP, in collaboration with the union co-chair, handles the formal review

### **Compensation**

- 1. Advisors are provided with a stipend
  - a. \$1000 base stipend (meeting attendance and PD participation)
  - b. \$2000 additional stipend per AE supported during Advisory
  - c. \$3000 additional stipend per AE supported during SIR
- 2. Guest teacher costs for releasing Advisor to do classroom observations and to attend meetings during the school day; in the event that a guest teacher is unavailable, additional hourly compensation shall be provided when preparation time is use.

# **Educator Support Panel Role and Responsibilities**

## **Duties**

1. Establish and maintain confidentiality in regards to the work of the Governance Board
2. Select the Peer Coach (if necessary)/ Advisor according to established criteria; may conduct interviews and observations of candidates
3. Assign the Educator to the Peer Coach / Advisor
4. Review all documentation submitted by the Peer Coach / Advisor and/or Evaluator
5. Notify in writing the identified Educator, the Peer Coach / Advisor and administrator of their participation in Advisory or Structured Improvement and Review
6. Establish a budget and operate within the parameters of that budget
7. Offer suggestions to Peer Coach / Advisor when needed
8. Ensure that Educators are treated rigorously but fairly
9. Make recommendations to the district's Board of Education regarding individual cases
10. Hear reports on the progress of new Educators
11. Conduct annual review of Peer Coaches based on identified criteria
12. Formally evaluate Advisors based on identified criteria
13. Provide input to Superintendent/designee regarding Evaluators' support of and adherence to
14. E3 requirements
15. Establish its own rules and procedures in accordance with Article 9
16. Prepare an annual review of the impact of the program and make recommendations to improve the program to the district and association negotiating teams

## **Membership**

1. The Association and district leadership nominate candidates for Educator Support Panel membership and both sides must approve the nominees
2. The composition of the Educator Support Panel is three (3) Association members with permanent status and two (2) district leadership appointed members
3. Qualifications: Fair, good leader, confidential, strong time management, team player, supportive of E<sup>3</sup> outcomes, extensive knowledge of the E<sup>3</sup> system and CSTPs
4. Panel co-chairs are the Superintendent or designee and the Association's President or designee

## **Panel Meetings**

1. Leadership is shared
2. Meetings shall be conducted every two months or more frequently as decided on by Panel members
3. All members are considered to be equal
4. Discussions about Educator performance shall be based on professional standards
5. Evidence of Educator performance is examined
6. Minutes shall be kept for each meeting

## **Compensation**

Each Educator Support Panel Member shall be provided with a stipend of \$2000 per year and release time as appropriate.



## Advisory

### 1. Process

- a. An Educator can be referred to Advisory at any time of the school year by informing the Educator and making a recommendation for Advisory to the Educator Support Panel (ESP). This recommendation can be made after one Drop-In Visit, the Individual Planning Conference and one Review meeting have been completed.
- b. If the referral is at the end of the year, the Evaluator shall inform the Educator at the *Reflective Conversation Wrap-Up Meeting*.
- c. The Evaluator shall meet with the Educator prior to the referral to communicate the concerns with the Educator's performance, establish goals for improvement, determine how those goals will be measured, and when it is expected that the goals will be met. This information shall be recorded on the Pre-Advisory Goal Setting form.
- d. The Evaluator shall complete the Evaluator Advisory Referral Form and submit a copy to the Educator and the ESP. The Educator shall then complete the Educator Advisory Response Form and submit a copy to the Evaluator and the ESP.
- e. The ESP shall determine if the Advisory process is appropriate for the Educator based on the evidence submitted by the Evaluator and the Educator. The ESP shall complete the ESP Referral Evaluation Form and submit a copy to the Educator and the Evaluator.
- f. If the ESP affirms the recommendation, an Advisor shall be assigned to the Educator.
- g. The Advisor and the Educator shall create an Individual Improvement Plan (IIP), complete the appropriate form, and set up a support schedule. The IIP is provided to the ESP and the Evaluator.
- h. The Advisor and the Educator shall meet a minimum of one hour per week to implement the IIP.
- i. Periodically, the Advisor and the Educator meet with a small team made up of an HR Representative, a Union Representative, and the Co-Chairs of ESP to review the support being provided to the Educator.
- j. The Advisor shall conduct an observation a minimum of once every four weeks and shall record observation evidence on the IIP.
- k. During implementation of the SIP, the Evaluator and the SIR Advisor gather evidence demonstrating the Educators proficiency toward the identified standards.
- l. During implementation of the IIP, the Evaluator gathers evidence.
- m. By the end of 80 days, the Advisor and Evaluator provide evidence and a summary of Educator progress to ESP.
- n. After reviewing all evidence and summaries of Educator progress, the ESP shall complete the Advisory Final Report and submit a copy to the Educator, Advisor, and Evaluator.

## **2. Advisor**

- a. The Advisor shall receive training in development, implementation, and documentation of a Support Plan and Educator progress.
- b. The Advisor meets with the Educator a minimum of one hour per week.

## **3. Exit**

- a. The result of Advisory (maximum of two 80 day cycles) shall determine if the Educator returns to Professional Practice or is referred to Structured Improvement and Review.
- b. The Educator provides evidence (e.g. student work, lesson plans, assessments, Peer Coach Drop-Ins) demonstrating proficiency in identified standard(s) and returns to Professional Practice (Evaluation).
- c. The Educator provides evidence demonstrating progress, but has not yet demonstrated proficiency in the identified standard(s) shall continue in Advisory.
- d. The Educator does not provide evidence demonstrating proficiency and is referred to Structured Improvement and Review (SIR).

## **Structured Improvement and Review (SIR)**

### **1. Initiation**

- a. The Educator Support Panel (ESP) determines through analysis of evidence if the Educator has completed Advisory successfully and if not, makes a recommendation to enter Structured Improvement and Review (SIR).

### **2. Process**

- a. A SIR Advisor who has not previously served in a support role for the Educator shall be selected by the ESP. The SIR Advisor works with the Educator to implement the SIP, provide needed support, and to document the progress.
- b. A Structured Improvement Plan (SIP) is created by the SIR Advisor and ESP in consultation with the Educator. The appropriate form is completed and copies are provided to the Educator and Evaluator.
- c. The Evaluator continues to collect and submit evidence.
- d. Every four weeks, the SIR Advisor provides reports of performance to the ESP.
- e. The SIR Advisor and the Educator shall meet a minimum of one hour per week to implement the SIP.
- f. The SIR Advisor shall conduct an observation a minimum of once every four weeks and shall record observation evidence on the SIP.
- g. Periodically, the SIR Advisor and the Educator meet with a small team made up of an HR Representative, a Union Representative and the Co-Chairs of ESP to review the support being provided to the Educator.
- h. During implementation of the SIP, the Evaluator and the SIR Advisor gather evidence demonstrating the Educators proficiency toward the identified standards.
- i. The ESP completes the SIR Final Report. A copy of this form is provided to the Evaluator and the Educator.

### **3. SIR Advisor**

- a. The SIR Advisor shall receive training in development, implementation, and documentation of a Structured Improvement Plan and the Educator's progress.
- b. The SIR Advisor and the Educator shall meet a minimum of one hour per week.

### **4. Exit**

- a. Educator exit from Structured Improvement and Review:
  - i. Successfully completing Structured Improvement and Review with a summary evaluation demonstrating the Educator is meeting standards. Upon successful completion, the Educator returns to the Professional Practice process.
  - ii. Unsuccessfully completing Structured Improvement and Review with a summary evaluation demonstrating the Educator is not meeting standards. Upon unsuccessful completion, an Educator is recommended for dismissal.

# **Educator Effectiveness Evaluation Forms**

## **Professional Practice**

Drop-In Form with Evidence Collection Sheet (Evaluator and Peer Coach)

Professional Growth Goals and Plan (Evaluator)

Lesson Planning Guide (Educator)

Educator Video Reflection Form (Educator)

Observation Report and Next Steps (Evaluator)

Summary Evaluation Form (Evaluator)

## **These will need to be requested**

### **Advisory**

Pre-Advisory Goal Setting (Evaluator)

Evaluator Advisory Referral Form (Evaluator)

Educator Advisory Response Form (Educator)

ESP Referral Evaluation Form (Educator Support Panel)

Individual Improvement Plan (IIP) (Advisor/Educator)

Advisory Final Report (Educator Support Panel)

### **Structured Improvement and Review (SIR)**

Structured Improvement Plan (SIP) (Educator Support Panel/SIR Advisor)

SIR Final Report (Educator Support Panel)

**NEWARK UNIFIED SCHOOL DISTRICT  
DROP-IN FORM**

<b>Educator (E):</b>		<b>Grade/Subject:</b>	
<b>School:</b>		<b>Date of Visit:</b>	
<b>Evaluator (Ev): Peer Coach (PC):</b>		<b>Drop-In #:</b>	
<b>Time In:</b>		<b>Time Out:</b>	

CSTP/Domain	Educator Effectiveness	Summary of Evidence Gathered (Notes, Critical Evidence & Feedback)
<u><b>Element</b></u>	<input type="checkbox"/> Integrating <input type="checkbox"/> Applying <input type="checkbox"/> Emerging <input type="checkbox"/> Not Effective	
<u><b>Element</b></u>	<input type="checkbox"/> Integrating <input type="checkbox"/> Applying <input type="checkbox"/> Emerging <input type="checkbox"/> Not Effective	
<u><b>Element</b></u>	<input type="checkbox"/> Integrating <input type="checkbox"/> Applying <input type="checkbox"/> Emerging <input type="checkbox"/> Not Effective	
<u><b>Element</b></u>	<input type="checkbox"/> Integrating <input type="checkbox"/> Applying <input type="checkbox"/> Emerging <input type="checkbox"/> Not Effective	
<u><b>Element</b></u>	<input type="checkbox"/> Integrating <input type="checkbox"/> Applying <input type="checkbox"/> Emerging <input type="checkbox"/> Not Effective	

**NEWARK UNIFIED SCHOOL DISTRICT  
EVIDENCE COLLECTION SHEET**

<b>Educator (E):</b>		<b>Grade/Subject:</b>	
<b>Evaluator (Ev):</b> <b>Peer Coach (PC):</b>		<b>Date of Visit:</b>	
<b>Time In:</b>		<b>Time Out:</b>	
<b>Time</b>	<b>Evidence</b>	<b>Element</b>	

NEWARK UNIFIED SCHOOL DISTRICT  
 EDUCATOR INDIVIDUAL PLANNING CONFERENCE FORM  
 PROFESSIONAL GROWTH GOALS AND PLAN

Educator (E):		Grade Level/Dept:		School:	
Evaluator (EV)		Meeting Date:			
CSTP/Domain	Growth Goal(s)	Professional Development Activities	Update and Wrap Up Meeting	Next Steps	
<u>Element</u>					
<u>Element</u>					
<u>Element</u>					
<u>Element</u>					
<u>Element</u>					

**NEWARK UNIFIED SCHOOL DISTRICT**  
**EDUCATOR LESSON PLANNING GUIDE (Before the Video Recording)**

<b>Educator (E):</b>	<b>Grade Level/Dept:</b>	<b>Lesson Date:</b>
<b>Lesson Objective:</b>		
<b>CSTP/Domain</b>	<b>How does this lesson show evidence for this standard?</b>	<b>How will this lesson provide evidence of student engagement/learning?</b>
<u>Element</u>		
<u>Element</u>		
<u>Element</u>		
<u>Element</u>		
<u>Element</u>		



**NEWARK UNIFIED SCHOOL DISTRICT  
EDUCATOR VIDEO SELF-REFLECTION FORM**

<b>Educator (E):</b>		<b>Grade Level/Dept:</b>		<b>School:</b>	
<b>Evaluator (EV):</b>		<b>Video Recording Date:</b>			
<b>CSTP/Domain</b>	<b>Goal(s) and Evidence</b>	<b>Reflective Thoughts (+ and Δ)</b>			
<u>Element</u>					
<u>Element</u>					
<u>Element</u>					
<u>Element</u>					
<u>Element</u>					

**NEWARK UNIFIED SCHOOL DISTRICT  
OBSERVATION REPORT**

<b>Educator (E):</b>		<b>Grade Level/Dept:</b>		<b>School:</b>	
<b>Evaluator (Ev):</b>		<b>Assignment/Subject Area Observed:</b>		<b>Lesson Date:</b>	
<b>Lesson Objective:</b>					
<b>Standard(s) Applied:</b>					
<b>CSTP/DOMAIN</b>	<b>Positive Feedback</b>	<b>Constructive Observations and/or Suggestions for Improvement</b>			
<u>Element</u>					
<u>Element</u>					
<u>Element</u>					
<u>Element</u>					
<u>Element</u>					

**Placement on Educator Effectiveness Evaluation Continuum:**

☐ Integrating

☐ Applying

☐ Emerging

☐ Not Effective

**Second Video Required?** ☐ Yes ☐ No

Educator's (E) Signature:		Date:	
<b>Signature does not imply agreement</b>			
Evaluator's Signature:		Date:	
Date delivered to Educator (E) if different than date of Educator's (E) Signature:			

**NEWARK UNIFIED SCHOOL DISTRICT  
SUMMARY EVALUATION REPORT**

<b>Educator (E):</b>		<b>Grade Level/Dept:</b>		<b>School:</b>	
<b>Evaluator (Ev):</b>		<b>IPC Date:</b>		<b>Drop In #1 Date:</b>	<b>Drop In #2 Date:</b>
<b>Video Recording Date:</b>		<b>Observation Report Date:</b>			
<b>CSTP/Domain</b>	<b>Educator Effectiveness</b>	<b>Comments, Constructive Observations and/or Suggestions for Improvement</b>			
Element	<input type="checkbox"/> Integrating <input type="checkbox"/> Applying <input type="checkbox"/> Emerging <input type="checkbox"/> Not Effective				
Element	<input type="checkbox"/> Integrating <input type="checkbox"/> Applying <input type="checkbox"/> Emerging <input type="checkbox"/> Not Effective				
Element	<input type="checkbox"/> Integrating <input type="checkbox"/> Applying <input type="checkbox"/> Emerging <input type="checkbox"/> Not Effective				
Element	<input type="checkbox"/> Integrating <input type="checkbox"/> Applying <input type="checkbox"/> Emerging <input type="checkbox"/> Not Effective				
Element	<input type="checkbox"/> Integrating <input type="checkbox"/> Applying <input type="checkbox"/> Emerging <input type="checkbox"/> Not Effective				

**Placement on Educator Effectiveness Evaluation Continuum:**

- ☐ Integrating  
☐ Applying  
☐ Emerging  
☐ Not Effective

**Next Steps (required if "Not Effective", recommended if "Emerging"):**

**EDUCATOR STATEMENT:**

I acknowledge that I have seen this evaluation and have been provided with suggestions for improvement in performance when needed and/or continued professional growth. I understand that my signature does not necessarily mean that I agree with this evaluation and that I may submit a statement to accompany this form within 10 working days to the Evaluator and Human Resources.

Educator's (E) Signature:

Date:

*Signature does not imply agreement*

Evaluator's Signature:

Date:

Date delivered to Educator (E) if different than date of Educator's (E) Signature:

Date of Follow-up Conference(if held):

Content of this form is derived from a variety of sources regarding performance. This may include observation, memos and other forms of direct contact relating to the major performance areas at the Evaluator has discussed with the Educator as possibly being included in the evaluation.

*Newark Unified School District*  
*Newark Teachers Association*

**Educator Effectiveness  
Evaluation Rubric Handbook  
for  
All Teachers, SRTs, PE Instructors,  
and TOSAs**



# **California Standards for the Teaching Profession (CSTP)**

## **Rubric Handbook for Teachers TOSAs PE Instructors SRTs**

### **CSTP Based Evaluation Committee**

Many thanks to the E<sup>3</sup> Leadership Team who worked collaboratively to develop the revisions to  
The CSTP based evaluation tools which define evaluation to be a growth process.

The committee members included: Bryan Blattel, Richard Nikssarian, Katherine Jones, Elie Wasser,  
Pam Hughes, Diane Manske, Dave Marken, Soleste Hilberg, and Jamie Valenzuela-Mumau.





## **E3 and Element Requirements** **In the Learning Environment**

- Returning to Five (5) Elements (CSTP/Domain)
- Three mandatory elements based on your classification
  - See Mandatory Evaluation Standards/Domain Sheet
- Final two elements chosen based on your classification
  - One chosen by the Educator
  - One chosen by the Evaluator
- Timeline updated annually
- Fillable PDF forms updated to reflect all certificated classifications
- Both handbooks updated to reflect these changes

## **Mandatory Evaluation Standards/Domains by Classification**

### **All Classroom Teachers (including all PE instructors and Elementary SRTs)**

- 2.3~Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
- 3.1~Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- 6.3~Collaborating with colleagues and the broader professional community to support teacher and student learning

### **TOSAs**

- 3.1~Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- 4.4~Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
- 6.3~Collaborating with colleagues and the broader professional community to support teacher and student learning

### **Counselors**

- 1e~ Designing a coherent counseling program
- 3d~ Assessing student academic, social, and emotional needs
- 4c~ Communicating with families, staff, and community

### **Librarian/Media Specialist**

- 1b~ Demonstrating knowledge of the school's program and student information needs within that program
- 2a~ Creating an environment of respect and rapport
- 3d~ Assisting students and teachers in the use of technology in the library/media center

### **Nurse**

- 1e~ Planning the nursing program for both individuals and groups of students, integrated with the regular school program; Designs individual plans (HCP, IEP, 504) and assesses effectiveness of interventions
- 2c~ Following health protocols and procedures
- 3a~ Assessing student needs and responds appropriately

### **Psychologists**

- 1e~ Psychologist develops a cohesive therapy plan based on goals as well as school-based programs (i.e. PBIS, SEL Curriculum)
- 3a~ Responding to referrals, consulting with teachers, administrators
- 4f~ Showing professionalism, including integrity, advocacy, and maintaining confidentiality

### **Speech-Language Pathologists**

- 1b~ Establishing individual goals for the therapy program appropriate to the setting and the students served
- 3a~ Responding to referrals and evaluating student needs
- 4f~ Showing professionalism, including integrity, advocacy, and maintaining confidentiality

## **Self-Reflection and Professional Growth Planning**

We believe in life-long learning not only for our students, but also for all employees. An employee's continuous learning is based on personally identified professional needs in collaboration with a qualified Peer Coach and Evaluator, while considering district wide and community identified needs. Newark Unified School District incorporates self-reflection in the professional growth process and professional development goals are based on that reflection as well as district needs. NUSD aims to maintain a high level of professional development that will lead to on-going professional growth. During the Individual Planning Conference the Evaluator and Peer Coach will meet with the Educator being evaluated to develop an Individual Professional Growth Plan.

The rubric that follows is based on the California Standards for the Teaching Profession. It will serve as a tool for self-reflection and will provide clear direction for professional expectations.

## **Explanation of California Standards for the Teaching Profession (CSTP) Descriptors and Rubrics**

The state of California developed the CSTP as an outgrowth of its attempts to assist new educators. As part of the Beginning Teacher Support and Assessment (BTSA) Induction Program, the California New Educator Project, sought consistent and coherent assessment criteria, developed a "descriptive framework for teaching," which evolved into the CSTP. The Commission on Educator Credentialing, the State Superintendent, and the State Board of Education adopted the CSTP in 1997 and revised them in 2009. Subsequently, the Commission on Educator Credentialing (CTC) and the California Department of Education Formative Assessment for California Educators (FACT) 2011 was authored.

The main purpose of the California standards was to create a common system of assessment that would help new educators improve. The Newark Unified School District has chosen to use the CSTP for these same reasons. First, many of our new educators have used the CSTP in their credential program and in the district's Induction program. Therefore, evaluation for all educators will be consistent with training and assistance for new educators and efforts at the state level. Second, because the CSTP contain subcategories, they more completely cover the gamut of successful teaching than the criteria we had been using. Third, because we are using rubrics that show various levels of growth and proficiency, every educator, no matter how experienced or accomplished, should find the CSTP useful for improving his or her teaching. This point emphasizes the importance of ongoing professional development throughout a educator's career.

There are six CSTPs. They are:

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

# CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (CSTP)

## Classroom Teachers including SRTs and PE instructors

<p><b>STANDARD ONE: ENGAGING &amp; SUPPORTING ALL STUDENTS IN LEARNING</b></p> <p>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</p>	<p><b>STANDARD FOUR: PLANNING INSTRUCTION &amp; DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS</b></p> <p>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</p>
<p><b>STANDARD TWO: CREATING &amp; MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</b></p> <p>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  <b>2.3~Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe</b>  2.4~Creating a rigorous learning environment with high expectations and appropriate support for all students  2.5~Developing, communicating, and maintaining high standards for individual and group behavior  2.6~Employing classroom routines, procedures, norms and support for positive behavior to ensure a climate in which all students can learn  2.7 Using instructional time to optimize learning</p>	<p><b>STANDARD FIVE: ASSESSING STUDENTS FOR LEARNING</b></p> <p>5.1~Applying knowledge of the purposes, characteristics, and uses of different types of assessments  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 students 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</p>
<p><b>STANDARD THREE: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING</b></p> <p><b>3.1~Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks</b>  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 that aligned adopted instructional 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</p>	<p><b>STANDARD SIX: DEVELOPING AS A PROFESSIONAL EDUCATOR</b></p> <p><del>6.1~Reflecting on teaching practice in support of student learning</del>  <del>6.2~Establishing professional goals and engaging in continuous and purposeful professional growth and development</del>  <b>6.3~Collaborating with colleagues and the broader professional community to support teacher and student learning</b>  <del>6.4~Working with families to support student learning</del>  <del>6.5~Engaging local communities in support of the instructional program</del>  <del>6.6~Managing professional responsibilities to maintain motivation and commitment to all students</del>  <del>6.7~Demonstrating professional responsibility, integrity, and ethical conduct</del></p>

**Bolded** CSTPs are mandatory. The Educator and the Evaluator each choose one additional standard.

Please do not choose an element that has been struck.

**PE teachers~** Please do not choose from the following elements: 3.5, 5.4

Revised 7/2021

# CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (CSTP)

## TOSAs

Choose an Element from Standard 3 or 4

<p><b>STANDARD ONE: ENGAGING &amp; SUPPORTING ALL STUDENTS IN LEARNING</b></p> <p><del>1.1~Using knowledge of students to engage them in learning</del>  <del>1.2~Connecting learning to students' prior knowledge, backgrounds, life experiences and interests</del>  <del>1.3~Connecting subject matter to meaningful, real-life contexts</del>  <del>1.4~Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs</del>  <del>1.5~Promoting critical thinking through inquiry, problem solving, and reflection</del>  <del>1.6~Monitoring student learning and adjusting instruction while teaching</del></p>	<p><b>STANDARD FOUR: PLANNING INSTRUCTION &amp; DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS</b></p> <p><del>4.1~Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction</del>  <del>4.2~Establishing and articulating goals for student learning</del>  <del>4.3~Developing and sequencing long-term and short-term instructional plans to support student learning</del>  <b>4.4~Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</b>  <del>4.5~Adapting instructional plans and curricular materials to meet the assessed learning needs of all students</del></p>
<p><b>STANDARD TWO: CREATING &amp; MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</b></p> <p><del>2.1~Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully</del>  <del>2.2~Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students</del>  <del>2.3~Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe</del>  <del>2.4~Creating a rigorous learning environment with high expectations and appropriate support for all students</del>  <del>2.5~Developing, communicating, and maintaining high standards for individual and group behavior</del>  <del>2.6~Employing classroom routines, procedures, norms and support for positive behavior to ensure a climate in which all students can learn</del>  <del>2.7~Using instructional time to optimize learning</del></p>	<p><b>STANDARD FIVE: ASSESSING STUDENTS FOR LEARNING</b></p> <p><del>5.1~Applying knowledge of the purposes, characteristics, and uses of different types of assessments</del>  <del>5.2~Collecting and analyzing assessment data from a variety of sources to inform instruction</del>  <del>5.3~Reviewing data, both individually and with colleagues, to monitor student learning</del>  <del>5.4~Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</del>  <del>5.5~Involving all students in self-assessment, goal setting, and monitoring progress</del>  <del>5.6~Using available technologies to assist in assessment, analysis, and communication of student learning</del>  <del>5.7~Using assessment information to share timely and comprehensible feedback with students and their families</del></p>
<p><b>STANDARD THREE: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING</b></p> <p><b>3.1~Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks</b>  <del>3.2~Applying knowledge of student development and proficiencies to ensure student understanding of subject matter</del>  <del>3.3~Organizing curriculum to facilitate student understanding of the subject matter</del>  <del>3.4~Utilizing instructional strategies that are appropriate to the subject matter</del>  <del>3.5~Using and adapting resources, technologies, and standards that aligned adopted instructional materials, to make subject matter accessible to all students</del>  <del>3.6~Addressing the needs of English learners and students with special needs to provide equitable access to the content</del></p>	<p><b>STANDARD SIX: DEVELOPING AS A PROFESSIONAL EDUCATOR</b></p> <p><del>6.1~Reflecting on teaching practice in support of student learning</del>  <del>6.2~Establishing professional goals and engaging in continuous and purposeful professional growth and development</del>  <b>6.3~Collaborating with colleagues and the broader professional community to support teacher and student learning</b>  <del>6.4~Working with families to support student learning</del>  <del>6.5~Engaging local communities in support of the instructional program</del>  <del>6.6~Managing professional responsibilities to maintain motivation and commitment to all students</del>  <del>6.7~Demonstrating professional responsibility, integrity, and ethical conduct</del></p>

**Bolded CSTPs are mandatory.**

The Educator and the Evaluator each choose one additional standard.

Please do not choose an element that has been struck.

Revised 7/2021

# CSTP 1 Engaging and Supporting All Students in Learning

Element 1.1	Not Effective	Emerging
Using knowledge of students to engage them in learning.	<p>The educator displays minimal understanding of how students learn- and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages- and does not indicate that such knowledge is valuable.</p> <p>Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer-assessment.</p> <p>The educator ignores students' questions; when students have difficulty learning, the educator blames them or their home environment for their lack of success. The educator makes no attempt to adjust the lesson even when students don't understand content.</p>	<p>The educator displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.</p> <p>Students appear to be only partially aware of the assessment criteria, and the educator monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.</p> <p>The educator accepts responsibility for the success of all students but has a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.</p>
Critical Attributes	<ul style="list-style-type: none"> <li>• The educator does not understand child development characteristics and has unrealistic expectations for students.</li> <li>• The educator does not try to ascertain varied ability levels among students in the class.</li> <li>• The educator is not aware of students' interests or cultural heritages.</li> <li>• The educator takes no responsibility to learn about students' medical or learning disabilities.</li> <li>• The educator gives no indication of what high-quality work looks like.</li> <li>• The educator makes no effort to determine whether students understand the lesson.</li> <li>• Students receive no feedback, or feedback is global or directed to only one student.</li> <li>• The educator does not ask students to evaluate their own or classmates' work.</li> <li>• The educator ignores indications of student boredom or lack of understanding.</li> <li>• The educator brushes aside students' questions.</li> <li>• The educator conveys to students that when they have difficulty learning, it is their fault.</li> <li>• In reflecting on practice, the educator does not indicate that it is important to reach all students.</li> <li>• The educator makes no attempt to adjust the lesson in response to student confusion.</li> </ul>	<ul style="list-style-type: none"> <li>• The educator cites developmental theory but does not seek to integrate it into lesson planning.</li> <li>• The educator is aware of the different ability levels in the class but tends to teach to the "whole group."</li> <li>• The educator recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.</li> <li>• The educator is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.</li> <li>• There is little evidence that the students understand how their work will be evaluated.</li> <li>• The educator monitors understanding through a single method, or without eliciting evidence of understanding from students.</li> <li>• Feedback to students is vague and not oriented toward future improvement of work.</li> <li>• The educator makes only minor attempts to engage students in self- or peer assessment.</li> <li>• The educator makes perfunctory attempts to incorporate students' questions and interests into the lessons.</li> <li>• The educator conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them.</li> <li>• In reflecting on practice, the educator indicates the desire to reach all students but does not suggest strategies for doing so.</li> <li>• The educator's attempts to adjust the lesson are partially successful.</li> </ul>

As educators develop, they may ask, "How do I..." or "Why do I..."

- ☐ now my students as people and as learners?
- ☐ understand reasons for behavior?
- ☐ recognize atypical behavior in students?
- ☐ build trust with students and foster relationships so that students can thrive academically?
- ☐ adapt my teaching to reflect knowledge of my students?
- ☐ differentiate instruction based on what I know about my students' strengths, interests, and needs?
- ☐ get to know parents and connect with the community where I teach?

Element 1.1	Applying	Integrating
<p><b>Using knowledge of students to engage them in learning.</b></p>	<p>The educator understands the active nature of student learning and attains information about levels of development for groups of students. The educator also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</p> <p>Students appear to be aware of the assessment criteria, and the educator monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Educator feedback to groups of students is accurate and specific; some students engage in self-assessment.</p> <p>The educator successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the educator persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the educator makes a minor adjustment to the lesson and does so smoothly.</p>	<p>The educator understands the active nature of student learning and acquires information about levels of development for individual students. The educator also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</p> <p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both educators and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The educator successfully differentiates instruction to address individual students' misunderstandings.</p> <p>The educator seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the educator persists in seeking effective approaches for students who need help.</p>
<p><b>Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• The educator knows, for groups of students, their levels of cognitive development.</li> <li>• The educator is aware of the different cultural groups in the class.</li> <li>• The educator has a good idea of the range of interests of students in the class.</li> <li>• The educator has identified "high," "medium," and "low" groups of students within the class.</li> <li>• The educator is well informed about students' cultural heritages and incorporates this knowledge in lesson planning.</li> <li>• The educator is aware of the special needs represented by students in the class.</li> <li>• The educator makes the standards of high-quality work clear to students.</li> <li>• The educator elicits evidence of student understanding.</li> <li>• Students are invited to assess their own work and make improvements; most of them do so.</li> <li>• Feedback includes specific and timely guidance, at least for groups of students.</li> <li>• The educator incorporates students' interests and questions into the heart of the lesson.</li> <li>• The educator conveys to students that she has other approaches to try when the students experience difficulty.</li> <li>• In reflecting on practice, the educator cites multiple approaches undertaken to reach students having difficulty.</li> <li>• When improvising becomes necessary, the educator makes adjustments to the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• The educator uses ongoing methods to assess students' skill levels and designs instruction accordingly.</li> <li>• The educator seeks out information from all students about their cultural heritages.</li> <li>• The educator maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</li> <li>• Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria.</li> <li>• The educator is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding.</li> <li>• Students monitor their own understanding, either on their own initiative or as a result of tasks set by the educator.</li> <li>• High-quality feedback comes from many sources, including students; it is specific and focused on improvement.</li> <li>• The educator seizes on a teachable moment to enhance a lesson.</li> <li>• The educator conveys to students that she won't consider a lesson "finished" until every student understands, and that she has a broad range of approaches to use.</li> <li>• In reflecting on practice, the educator can cite others in the school and beyond whom he has contacted for assistance in reaching some students.</li> <li>• The educator's adjustments to the lesson, when they are needed, are designed to assist individual students.</li> </ul>

**Examples of evidence that demonstrate that I am addressing this standard:**

- ☐ Differentiating instruction based on interest and need and learning modalities
- ☐ Administering student interest surveys and using the results
- ☐ K-W-L charts
- ☐ GLAD-Brainstorming/ Building Background
- ☐ Following 504 Plans, IEP's, Behavior Support Plans, SST Action Plans, etc.
- ☐ Preferential seating/placement based on physical needs
- ☐ Parent/community helpers utilized
- ☐ Use relevant cultural connections to engage students



Element 1.2	Not Effective	Emerging
<b>Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests.</b>	<p>The educator displays minimal understanding of how students learn- and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages- and does not indicate that such knowledge is valuable.</p> <p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The educator's explanation of the content contains major errors and does not include any explanation of strategies students might use. The educator's spoken or written language contains errors of grammar or syntax. The educator's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>The educator displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.</p> <p>The educator's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The educator's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The educator's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The educator's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The educator rarely takes opportunities to explain academic vocabulary.</p>
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• The educator does not understand child development characteristics and has unrealistic expectations for students.</li> <li>• The educator does not try to ascertain varied ability levels among students in the class.</li> <li>• The educator is not aware of students' interests or cultural heritages.</li> <li>• The educator takes no responsibility to learn about students' medical or learning disabilities.</li> <li>• At no time during the lesson does the educator convey to students what they will be learning.</li> <li>• Students indicate through body language or questions that they don't understand the content being presented.</li> <li>• The educator makes a serious content error that will affect students' understanding of the lesson.</li> <li>• Students indicate through their questions that they are confused about the learning task.</li> <li>• The educator's communications include errors of vocabulary or usage or imprecise use of academic language.</li> <li>• The educator's vocabulary is inappropriate to the age or culture of the students.</li> </ul>	<ul style="list-style-type: none"> <li>• The educator cites developmental theory but does not seek to integrate it into lesson planning.</li> <li>• The educator is aware of the different ability levels in the class but tends to teach to the "whole group."</li> <li>• The educator recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.</li> <li>• The educator is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.</li> <li>• The educator provides little elaboration or explanation about what the students will be learning.</li> <li>• The educator's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.</li> <li>• The educator makes no serious content errors but may make minor ones.</li> <li>• The educator's explanations of content are purely procedural, with no indication of how students can think strategically.</li> <li>• The educator must clarify the learning task so students can complete it.</li> <li>• The educator's vocabulary and usage are correct but unimaginative.</li> <li>• When the educator attempts to explain academic vocabulary, it is only partially successful.</li> <li>• The educator's vocabulary is too advanced, or too juvenile, for students.</li> </ul>

As educators develop, they may ask, "How do I..." or "Why do I..."

- ☐ help students see the connections between what they already know and the new material?
- ☐ connect classroom learning to students' life experiences and cultural backgrounds
- ☐ support all students to use first and second language skills to achieve learning goals?
- ☐ open a lesson or unit to capture student attention and interest?
- ☐ build on students' comments and questions during a lesson to extend their understanding?



Element 1.2	Applying	Integrating
<p><b>Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests.</b></p>	<p>The educator understands the active nature of student learning and attains information about levels of development for groups of students. The educator also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</p> <p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The educator's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the educator focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The educator's spoken and written language is clear and correct and is suitable to students' ages and interests. The educator's use of academic vocabulary is precise and serves to extend student understanding.</p>	<p>The educator understands the active nature of student learning and acquires information about levels of development for individual students. The educator also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</p> <p>The educator links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The educator's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The educator's spoken and written language is expressive, and the educator finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.</p>
<p><b>Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• The educator knows, for groups of students, their levels of cognitive development.</li> <li>• The educator is aware of the different cultural groups in the class.</li> <li>• The educator has a good idea of the range of interests of students in the class.</li> <li>• The educator has identified "high," "medium," and "low" groups of students within the class.</li> <li>• The educator is well informed about students' cultural heritages and incorporates this knowledge in lesson planning.</li> <li>• The educator is aware of the special needs represented by students in the class.</li> <li>• The educator states clearly, at some point during the lesson, what the students will be learning.</li> <li>• The educator's explanation of content is clear and invites student participation and thinking.</li> <li>• The educator makes no content errors.</li> <li>• The educator describes specific strategies students might use, inviting students to interpret them in the context of what they're learning.</li> <li>• Students engage with the learning task, indicating that they understand what they are to do.</li> <li>• If appropriate, the educator models the process to be followed in the task.</li> <li>• The educator's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.</li> <li>• The educator's vocabulary is appropriate to students' ages and levels of development.</li> </ul>	<ul style="list-style-type: none"> <li>• The educator uses ongoing methods to assess students' skill levels and designs instruction accordingly.</li> <li>• The educator seeks out information from all students about their cultural heritages.</li> <li>• The educator maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</li> <li>• If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.</li> <li>• The educator explains content clearly and imaginatively, using metaphors and analogies to bring, content to life.</li> <li>• The educator points out possible areas for misunderstanding.</li> <li>• The educator invites students to explain the content to their classmates.</li> <li>• Students suggest other strategies they might use in approaching a challenge or analysis.</li> <li>• The educator uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.</li> <li>• Students use academic language correctly.</li> </ul>

**Examples of evidence that demonstrate that I am addressing this standard:**

- ☐ Direct Instruction – Activating Prior Knowledge (universal experience or subskill)
- ☐ Translation glossaries
- ☐ Using first language to make connections to second language
- ☐ Dynamic anticipatory set
- ☐ Adjusting the lesson based on student comments and questions

Element 1.3	Not Effective	Emerging
<b>Connecting subject matter to meaningful, real-life contexts.</b>	<p>The educator is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the educator aware of resources for expanding one's own professional skill.</p> <p>Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The educator has no plan to incorporate formative assessment in the lesson or unit.</p>	<p>The educator displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.</p> <p>Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The educator's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.</p>
	<b>Critical Attributes</b> <ul style="list-style-type: none"> <li>• The educator uses only district-provided materials, even when more variety would assist some students.</li> <li>• The educator does not seek out resources available to expand her own skill.</li> <li>• Although the educator is aware of some student needs, he does not inquire about possible resources.</li> <li>• Assessments do not match instructional outcomes.</li> <li>• Assessments lack criteria.</li> <li>• No formative assessments have been designed.</li> <li>• Assessment results do not affect future plans.</li> </ul>	<ul style="list-style-type: none"> <li>• The educator uses materials in the school library but does not search beyond the school for resources.</li> <li>• The educator participates in content-area workshops offered by the school but does not pursue other professional development.</li> <li>• The educator locates materials and resources for students that are available through the school but does not pursue any other avenues.</li> <li>• Only some of the instructional outcomes are addressed in the planned assessments.</li> <li>• Assessment criteria are vague.</li> <li>• Plans refer to the use of formative assessments, but they are not fully developed.</li> <li>• Assessment results are used to design lesson plans for the whole class, not individual students.</li> </ul>

**As educators develop, they may ask, “How do I...” or “Why do I...”**

- ☐ establish a connection between subject matter and purpose for learning?
- ☐ make connections between the subject matter and real-life contexts?
- ☐ seek feedback from students regarding relevance of subject matter to their lives?
- ☐ engage all students in a variety of learning experiences that accommodate the different ways they learn?
- ☐ provide opportunities for all students to acquire and practice skills in meaningful contexts?

Element 1.3	Applying	Integrating
<p><b>Connecting subject matter to meaningful, real-life contexts.</b></p>	<p>The educator displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.</p> <p>All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The educator has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p>	<p>The educator's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.</p> <p>All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as educator use of the assessment information.</p>
<p><b>Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• Texts are at varied levels.</li> <li>• Texts are supplemented by guest speakers and field experiences.</li> <li>• The educator facilitates the use of Internet resources.</li> <li>• Resources are multidisciplinary.</li> <li>• The educator expands her knowledge through professional learning groups and organizations.</li> <li>• The educator pursues options offered by universities.</li> <li>• The educator provides lists of resources outside the classroom for students to draw on.</li> <li>• All the learning outcomes have a method for assessment.</li> <li>• Assessment types match learning expectations.</li> <li>• Plans indicate modified assessments when they are necessary for some students.</li> <li>• Assessment criteria are clearly written.</li> <li>• Plans include formative assessments to use during instruction.</li> <li>• Lesson plans indicate possible adjustments based on formative assessment data.</li> </ul>	<ul style="list-style-type: none"> <li>• Texts are matched to student skill level.</li> <li>• The educator has ongoing relationships with colleges and universities that support student learning.</li> <li>• The educator maintains a log of resources for student reference.</li> <li>• The educator pursues apprenticeships to increase discipline knowledge.</li> <li>• The educator facilitates student contact with resources outside the classroom.</li> <li>• Assessments provide opportunities for student choice.</li> <li>• Students participate in designing assessments for their own work.</li> <li>• Educator-designed assessments are authentic, with real-world application as appropriate.</li> <li>• Students develop rubrics according to educator-specified learning objectives.</li> <li>• Students are actively involved in collecting information from formative assessments and provide input.</li> </ul>

**Examples of evidence that demonstrate that I am addressing the standard:**

- ☐ Using realia
- ☐ Real -life examples
- ☐ Direct Instruction - Importance
- ☐ Skills practiced through application not just in isolation

Element 1.4	Not Effective	Emerging
<b>Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.</b>	<p>The educator is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the educator aware of resources for expanding one's own professional skill.</p> <p>The educator ignores students' questions; when students have difficulty learning, the educator blames them or their home environment for their lack of success. The educator makes no attempt to adjust the lesson even when students don't understand content.</p>	<p>The educator displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.</p> <p>The educator accepts responsibility for the success of all students but has a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.</p>
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• The educator uses only district-provided materials, even when more variety would assist some students.</li> <li>• The educator does not seek out resources available to expand her own skill.</li> <li>• Although the educator is aware of some student needs, he does not inquire about possible resources.</li> <li>• The educator ignores indications of student boredom or lack of understanding.</li> <li>• The educator brushes aside students' questions.</li> <li>• The educator conveys to students that when they have difficulty learning, it is their fault.</li> <li>• In reflecting on practice, the educator does not indicate that it is important to reach all students.</li> <li>• The educator makes no attempt to adjust the lesson in response to student confusion.</li> </ul>	<ul style="list-style-type: none"> <li>• The educator uses materials in the school library but does not search beyond the school for resources.</li> <li>• The educator participates in content-area workshops offered by the school but does not pursue other professional development.</li> <li>• The educator locates materials and resources for students that are available through the school but does not pursue any other avenues.</li> <li>• The educator makes perfunctory attempts to incorporate students' questions and interests into the lessons.</li> <li>• The educator conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them.</li> <li>• In reflecting on practice, the educator indicates the desire to reach all students but does not suggest strategies for doing so.</li> <li>• The educator's attempts to adjust the lesson are partially successful.</li> </ul>

**As educators develop, they may ask, "How do I..." or "Why do I..."**

- ☐ select and utilize a range of instructional approaches to engage students in learning?
- ☐ use a variety of strategies to introduce, explain, and restate subject matter concepts and processes so all students understand?
- ☐ help all students learn, practice, internalize, and apply subject-specific learning strategies and procedures?
- ☐ use differentiated instruction to meet the assessed learning needs of students and increase active participation in learning?
- ☐ adapt materials and resources, make accommodations, and use appropriate assistive equipment and other technologies to support students' diverse learning needs?
- ☐ utilize multiple types of technology to facilitate learning?

Element 1.4	Applying	Integrating
<b>Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.</b>	<p>The educator displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.</p> <p>The educator successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the educator persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the educator makes a minor adjustment to the lesson and does so smoothly.</p>	<p>The educator's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.</p> <p>The educator seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the educator persists in seeking effective approaches for students who need help.</p>
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Texts are at varied levels.</li> <li>• Texts are supplemented by guest speakers and field experiences.</li> <li>• The educator facilitates the use of Internet resources.</li> <li>• Resources are multidisciplinary.</li> <li>• The educator expands her knowledge through professional learning groups and organizations.</li> <li>• The educator pursues options offered by universities.</li> <li>• The educator provides lists of resources outside the classroom for students to draw on.</li> <li>• The educator incorporates students' interests and questions into the heart of the lesson.</li> <li>• The educator conveys to students that she has other approaches to try when the students experience difficulty.</li> <li>• In reflecting on practice, the educator cites multiple approaches undertaken to reach students having difficulty.</li> <li>• When improvising becomes necessary, the educator makes adjustments to the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Texts are matched to student skill level.</li> <li>• The educator has ongoing relationships with colleges and universities that support student learning.</li> <li>• The educator maintains a log of resources for student reference.</li> <li>• The educator pursues apprenticeships to increase discipline knowledge.</li> <li>• The educator facilitates student contact with resources outside the classroom.</li> <li>• The educator seizes on a teachable moment to enhance a lesson.</li> <li>• The educator conveys to students that she won't consider a lesson "finished" until every student understands that she has a broad range of approaches to use.</li> <li>• In reflecting on practice, the educator can cite others in the school and beyond whom he has contacted for assistance in teaching some students.</li> <li>• The educator's adjustments to the lesson, when they are needed, are designed to assist individual students.</li> </ul>

**Examples of evidence that demonstrate that I am addressing this standard:**

- ☐ Think-pair-share/write
- ☐ Use of a variety of instructional formats/groupings
- ☐ Differentiation of instruction based on student learning modality
- ☐ Visuals paired with verbal instruction
- ☐ Note-taking guides
- ☐ EDI- TAPPLE and Lesson Norms
- ☐ Frequent checking for understanding
- ☐ Use of technology
- ☐ Use of adaptive devices for students
- ☐ Graphic organizers
- ☐ Student choice in activity
- ☐ Use several different strategies to teach the same concept or skill
- ☐ Actively use classroom walls and space to enhance learning.
- ☐ Use of manipulatives

Element 1.5	Not Effective	Emerging
<b>Promoting critical thinking through inquiry, problem solving, and reflection.</b>	The educator's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the educator and students is predominantly recitation style, with the educator mediating all questions and answers; the educator accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The educator's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the educator attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The educator attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Questions are rapid-fire and convergent, with a single correct answer.</li> <li>• Questions do not invite student thinking.</li> <li>• All discussion is between the educator and students; students are not invited to speak directly to one another.</li> <li>• The educator does not ask students to explain their thinking.</li> <li>• Only a few students dominate the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• The educator frames some questions designed to promote student thinking, but many have a single correct answer, and the educator calls on students quickly.</li> <li>• The educator invites students to respond directly to one another's ideas, but few students respond.</li> <li>• The educator calls on many students, but only a small number actually participate in the discussion.</li> <li>• The educator asks students to explain their reasoning, but only some students attempt to do so.</li> </ul>

**As educators develop, they may ask, “How do I...” or “Why do I...”**

- ☐ encourage students to use multiple approaches and solutions to solve problems?
- ☐ encourage students to ask critical questions and consider diverse perspectives about subject matter?
- ☐ provide opportunities for students to think about, discuss, and evaluate content?
- ☐ ask questions to facilitate discussion, clarify, and extend students' thinking?
- ☐ support students to think and communicate with clarity and precision?
- ☐ help students apply previous learning to new situations?
- ☐ encourage students to create, imagine, and innovate?
- ☐ help students to develop and use strategies and technologies for accessing knowledge and information?

Element 1.5	Applying	Integrating
<p><b>Promoting critical thinking through inquiry, problem solving, and reflection.</b></p>	<p>While the educator may use some low-level questions, he poses questions designed to promote student thinking and understanding. The educator creates an genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The educator challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>The educator uses a variety or series of questions or prompts to challenge students cognitively, increase high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p>
<p><b>Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• The educator uses open-ended questions, inviting students to think and/or offer multiple possible answers.</li> <li>• The educator makes effective use of wait time.</li> <li>• Discussions enable students to talk to one another without ongoing mediation by educator.</li> <li>• The educator calls on most students, even those who don't initially volunteer.</li> <li>• Many students actively engage in the discussion.</li> <li>• The educator asks students to justify their reasoning, and most attempt to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• Students initiate higher-order questions.</li> <li>• The educator builds on and uses student responses to questions in order to deepen student understanding.</li> <li>• Students extend the discussion, enriching it.</li> <li>• Students invite comments from their classmates during a discussion and challenge one another's thinking.</li> <li>• Virtually all students are engaged in the discussion.</li> </ul>

**Examples of evidence that demonstrate that I am addressing this standard:**

- ☐ Use Depth of Knowledge/Bloom's Taxonomy
- ☐ Conduct experiments
- ☐ Use scientific method
- ☐ Higher order cognitive skills are required to complete assignments
- ☐ Provide time for student discussion that includes analysis and inquiry
- ☐ Peer feedback, educator feedback, or self-reflection time is provided



Element 1.6	Not Effective	Emerging
<b>Monitoring student learning and adjusting instruction while teaching.</b>	<p>Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer-assessment.</p> <p>The educator ignores students' questions; when students have difficulty learning, the educator blames them or their home environment for their lack of success. The educator makes no attempt to adjust the lesson, even when students don't understand the content.</p>	<p>Students appear to be only partially aware of the assessment criteria, and the educator monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.</p> <p>The educator accepts responsibility for the success of all students but has a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.</p>
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• The educator gives no indication of what high-quality work looks like.</li> <li>• The educator makes no effort to determine whether students understand the lesson.</li> <li>• Students receive no feedback, or feedback is global or directed to only one student.</li> <li>• The educator does not ask students to evaluate their own or classmates' work.</li> <li>• The educator ignores indications of student boredom or lack of understanding.</li> <li>• The educator brushes aside students' questions.</li> <li>• The educator conveys to students that when they have difficulty learning, it is their fault.</li> <li>• In reflecting on practice, the educator does not indicate that it is important to reach all students.</li> <li>• The educator makes no attempt to adjust the lesson in response to student confusion.</li> </ul>	<ul style="list-style-type: none"> <li>• There is little evidence that the students understand how their work will be evaluated.</li> <li>• The educator monitors understanding through a single method, or without eliciting evidence of understanding from students.</li> <li>• Feedback to students is vague and not oriented toward future improvement of work.</li> <li>• The educator makes only minor attempts to engage students in self- or peer assessment.</li> <li>• The educator makes perfunctory attempts to incorporate students' questions and interests into the lessons.</li> <li>• The educator conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them.</li> <li>• In reflecting on practice, the educator indicates the desire to reach all students but does not suggest strategies for doing so.</li> <li>• The educator's attempts to adjust the lesson are partially successful.</li> </ul>

**As educators develop, they may ask, "How do I..." or "Why do I..."**

- ☐ systematically check for student understanding and revise plans accordingly?
- ☐ incorporate a variety of strategies in a lesson to check for student understanding?
- ☐ monitor the learning of students with limited English proficiency or of students with special needs?
- ☐ adjust the lesson plan to accelerate instruction when I determine that the pace of the lesson is too slow?
- ☐ make "on the spot" changes in my lesson based on students' interests and questions?
- ☐ provide additional support and opportunities for students to learn when some students have mastered the lesson objective(s) and others have not?
- ☐ adjust my lesson when I don't have enough time to complete everything I planned to do?



Element 1.6	Applying	Integrating
<p><b>Monitoring student learning and adjusting instruction while teaching.</b></p>	<p>Students appear to be aware of the assessment criteria, and the educator monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Educator feedback to groups of students is accurate and specific; some students engage in self-assessment.</p> <p>The educator successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the educator persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the educator makes a minor adjustment to the lesson and does so smoothly.</p>	<p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both educator and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The educator successfully differentiates instruction to address individual students' misunderstandings.</p> <p>The educator seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the educator persists in seeking effective approaches for students who need help.</p>
<p><b>Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• The educator makes the standards of high-quality work clear to students.</li> <li>• The educator elicits evidence of student understanding.</li> <li>• Students are invited to assess their own work and make improvements; most of them do so.</li> <li>• Feedback includes specific and timely guidance, at least for groups of students.</li> <li>• The educator incorporates students' interests and questions into the heart of the lesson.</li> <li>• The educator conveys to students that she has other approaches to try when the students experience difficulty.</li> <li>• In reflecting on practice, the educator cites multiple approaches undertaken to reach students having difficulty.</li> <li>• When improvising becomes necessary, the educator makes adjustments to the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria.</li> <li>• The educator is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding.</li> <li>• Students monitor their own understanding, either on their own initiative or as a result of tasks set by the educator.</li> <li>• High-quality feedback comes from many sources, including students; it is specific and focused on improvement.</li> <li>• The educator seizes on a teachable moment to enhance a lesson.</li> <li>• The educator conveys to students that she won't consider a lesson "finished" until every student understands that she has a broad range of approaches to use.</li> <li>• In reflecting on practice, the educator can cite others in the school and beyond whom he has contacted for assistance in teaching some students.</li> <li>• The educator's adjustments to the lesson, when they are needed, are designed to assist individual students.</li> </ul>

**Examples of evidence that demonstrate that I am addressing this standard:**

- ☐ Checking for understanding occurs frequently throughout the lesson
- ☐ A variety of methods are used for checking for understanding: individual whiteboards, random responses, non-verbal responses for student reflection of their understanding, monitoring students as they are completing, collect work samples
- ☐ The results of checking for understanding are used immediately to adjust the lesson i.e. re-teaching, compacting the lesson, deescalating questioning based on student responses, adjusting time spent on lesson segments
- ☐ Enrichment activities

## CSTP 2 Creating and Maintaining Effective Environments for Student Learning

Element 2.1	Not Effective	Emerging
<b>Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully.</b>	Patterns of classroom interactions, both between educators and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The educator does not deal with disrespectful behavior.	Patterns of classroom interactions, both between educators and students and among students, are generally appropriate, but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The educator attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• The educator is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels.</li> <li>• Students' body language indicates feelings of hurt, discomfort, or insecurity.</li> <li>• The educator displays no familiarity with, or caring about, individual students.</li> <li>• The educator disregards disrespectful interactions among students.</li> </ul>	<ul style="list-style-type: none"> <li>• The quality of interactions between educators and students, or among students, is uneven, with occasional disrespect or insensitivity.</li> <li>• The educator attempts to respond to disrespectful behavior among students, with uneven results.</li> <li>• The educator attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</li> </ul>

**As educators develop, they may ask, "How do I..." or "Why do I..."**

- ☐ model and promote fairness, equity, and respect in a classroom atmosphere that values all individuals and cultures?
- ☐ help all students accept and respect diversity in terms of cultural, religious, linguistic, and economic backgrounds; learning differences and ability; gender and gender identity; family structure and sexual orientation; and other aspects of humankind?
- ☐ engage students in shared problem-solving and conflict resolution? • provide learning opportunities that encourage student-to-student communication with empathy and understanding? • develop students' leadership skills and provide opportunities to apply them?
- ☐ create a classroom culture where students feel a sense of responsibility to and for one another?
- ☐ help students to appreciate their own identities and to view themselves as valued contributors to society?
- ☐ develop activities that support positive interactions among students and that help students get to know each other?

Element 2.1	Applying	Integrating
<p><b>Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully.</b></p>	<p>Educator-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the educator. The educator responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, through students maybe somewhat cautious about taking intellectual risks.</p>	<p>Classroom interactions between the educator and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the educator and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.</p>
<p><b>Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• Talk between the educator and students and among students is uniformly respectful.</li> <li>• The educator successfully responds to disrespectful behavior among students.</li> <li>• Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.</li> <li>• The educator makes general connections with individual students.</li> <li>• Students exhibit respect for the educator.</li> </ul>	<ul style="list-style-type: none"> <li>• The educator demonstrates knowledge and caring about individual students' lives beyond the class and school.</li> <li>• There is no disrespectful behavior among students.</li> <li>• When necessary, students respectfully correct one another.</li> <li>• Students participate without fear of put-downs or ridicule from either the educator or other students.</li> <li>• The educator respects and encourages students' efforts.</li> </ul>

**What evidence proves that I am addressing this standard?**

- ☐ class meetings
- ☐ class-builders/team-builders
- ☐ direct teaching/modeling of appropriate social skills
- ☐ use of cooperative activities
- ☐ use of respectful demeanor at all times, both verbal and non-verbal
- ☐ student reflection on class climate is encouraged
- ☐ conflict resolution is utilized

Element 2.2	Not Effective	Emerging
<p><b>Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.</b></p>	<p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the educator's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks. The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.</p>	<p>Some instructional time is lost due to partially effective classroom routines and procedures. The educator's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties. The classroom is safe, and essential learning is accessible to most students. The educator makes modest use of physical resources, including computer technology. The educator attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.</p>
<p><b>Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>● Students not working with the educator are not productively engaged.</li> <li>● Transitions are disorganized, with much loss of instructional time.</li> <li>● There do not appear to be any established procedures for distributing and collecting materials.</li> <li>● A considerable amount of time is spent off task because of unclear procedures.</li> <li>● Volunteers and paraprofessionals have no defined role and/or are idle much of the time.</li> <li>● There are physical hazards in the classroom, endangering student safety.</li> <li>● Many students can't see or hear the educator or see the board.</li> <li>● Available technology is not being used even if it is available and its use would enhance the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>● Students not working directly with the educator are only partially engaged.</li> <li>● Procedures for transitions seem to have been established, but their operation is not smooth.</li> <li>● There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.</li> <li>● Classroom routines function unevenly.</li> <li>● Volunteers and paraprofessionals require frequent supervision.</li> <li>● The physical environment is safe, and most students can see and hear the educator or see the board.</li> <li>● The physical environment is not an impediment to learning but does not enhance it.</li> <li>● The educator makes limited use of available technology and other resources.</li> </ul>

**As educators develop, they may ask, "How do I..." or "Why do I..."**

- ☐ arrange and adapt classroom seating to accommodate individual and group learning needs?
- ☐ establish a stimulating, curriculum-rich learning environment that supports content learning and academic vocabulary development?
- ☐ ensure that students develop an appreciation of diversity?
- ☐ provide students access to resources, technologies, and comfortable workspaces?
- ☐ create an environment that promotes optimal learning for each student?
- ☐ construct an equitable learning environment for all students?

Element 2.2	Applying	Integrating
<p><b>Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.</b></p>	<p>There is little loss of instructional time due to effective classroom routines and procedures. The educator's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class. The classroom is safe, and students have equal access to learning activities; the educator ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology effectively.</p>	<p>Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class. The classroom environment is safe, and learning is accessible to all students, including those with special needs. The educator makes effective use of physical resources, including computer technology. The educator ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.</p>
<p><b>Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>● Students are productively engaged during small-group or independent work.</li> <li>● Transitions between large- and small-group activities are smooth.</li> <li>● Routines for distribution and collection of materials and supplies work efficiently.</li> <li>● Classroom routines function smoothly.</li> <li>● Volunteers and paraprofessionals work with minimal supervision.</li> <li>● The classroom is safe, and all students are able to see and hear the educator or see the board.</li> <li>● The classroom is arranged to support the instructional goals and learning activities.</li> <li>● The educator makes appropriate use of available technology.</li> </ul>	<ul style="list-style-type: none"> <li>● With minimal prompting by the educator, students ensure that their time is used productively.</li> <li>● Students take initiative in distributing and collecting materials efficiently.</li> <li>● Students themselves ensure that transitions and other routines are accomplished smoothly.</li> <li>● Volunteers and paraprofessionals take initiative in their work in the class.</li> <li>● Modifications are made to the physical environment to accommodate students with special needs.</li> <li>● There is total alignment between the learning activities and the physical environment.</li> <li>● Students take the initiative to adjust the physical environment.</li> <li>● The educator and students make extensive and imaginative use of available technology.</li> </ul>

**What evidence proves that I am addressing this standard?**

- ☐ Space is arranged to facilitate the activity
- ☐ Classroom environment (bulletin boards, materials, displays) reflect subjects being taught
- ☐ Educator uses proximity and circulates throughout the room
- ☐ Students are seated to facilitate easy interaction among each other
- ☐ Student interactions are structured

Element 2.3	Not Effective	Emerging
<p><b>Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe.</b></p>	<p>Patterns of classroom interactions, both between educators and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The educator does not deal with disrespectful behavior.</p> <p>There appear to be no established standards of conduct, or students challenge them. There is little or no educator monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.</p> <p>The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.</p>	<p>Patterns of classroom interactions, both between educator and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The educator attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p> <p>Standards of conduct appear to have been established, but their implementation is inconsistent. The educator tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> <p>The classroom is safe, and essential learning is accessible to most students. The educator makes modest use of physical resources, including computer technology. The educator attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.</p>
<p><b>Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• The educator is disrespectful toward students, or insensitive to students' ages, cultural backgrounds, and developmental levels.</li> <li>• Students' body language indicates feelings of hurt, discomfort, or insecurity.</li> <li>• The educator displays no familiarity with, or caring about, individual students.</li> <li>• The educator disregards disrespectful interactions among students.</li> <li>• The classroom environment is chaotic, with no standards of conduct evident.</li> <li>• The educator does not monitor student behavior.</li> <li>• Some students disrupt the classroom, without apparent educator awareness or with an ineffective response.</li> <li>• There are physical hazards in the classroom, endangering student safety.</li> <li>• Many students can't see or hear the educator or see the board.</li> <li>• Available technology is not being used even if it is available and its use would enhance the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• The quality of interactions between educator and students, or among students, is uneven, with occasional disrespect or insensitivity.</li> <li>• The educator attempts to respond to disrespectful behavior among students, with uneven results.</li> <li>• The educator attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful</li> <li>• The educator attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.</li> <li>• The educator attempts to keep track of student behavior, but with no apparent system.</li> <li>• The educator's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.</li> <li>• The physical environment is safe, and most students can see and hear the educator or see the board.</li> <li>• The physical environment is not an impediment to learning but does not enhance it.</li> <li>• The educator makes limited use of available technology and other resources.</li> </ul>

**As educators develop, they may ask, "How do I..." or "Why do I..."**

- ☐ arrange the learning environment to facilitate positive and productive classroom interactions?
- ☐ encourage, support, and recognize the achievements and contributions of all students?
- ☐ encourage students to take risks and to express thoughtful and respectful opinions related to the topic or subject of discussion?
- ☐ foster the development of each student's self-esteem?
- ☐ create a safe, accessible learning environment for all students?



Element 2.3	Applying	Integrating
<p><b>Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe.</b></p>	<p>Educator-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students.</p> <p>Interactions among students are generally polite and respectful, and students exhibit respect for the educator. The educator responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, through students maybe somewhat cautious about taking intellectual risks.</p> <p>Student behavior is generally appropriate. The educator monitors student behavior against established standards of conduct. Educator response to student misbehavior is consistent, proportionate, and respectful to students and is effective.</p> <p>The classroom is safe, and students have equal access to learning activities; the educator ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.</p>	<p>Classroom interactions between the educator and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the educator and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.</p> <p>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Educator monitoring of student behavior is subtle and preventive. The educator's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p> <p>The classroom environment is safe, and learning is accessible to all students, including those with special needs. The educator makes effective use of physical resources, including computer technology. The educator ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.</p>
<p><b>Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• Talk between educator and students and among students is uniformly respectful.</li> <li>• The educator successfully responds to disrespectful behavior among students.</li> <li>• Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.</li> <li>• The educator makes general connections with individual students.</li> <li>• Students exhibit respect for the educator.</li> <li>• Standards of conduct appear to have been established and implemented successfully.</li> <li>• Overall, student behavior is generally appropriate.</li> <li>• The educator frequently monitors student behavior.</li> <li>• The educator's response to student misbehavior is effective.</li> <li>• The classroom is safe, and all students are able to see and hear the educator or see the board.</li> <li>• The classroom is arranged to support the instructional goals and learning activities.</li> <li>• The educator makes appropriate use of available technology.</li> </ul>	<ul style="list-style-type: none"> <li>• The educator demonstrates knowledge and caring about individual students' lives beyond the class and school.</li> <li>• There is no disrespectful behavior among students.</li> <li>• When necessary, students respectfully correct one another.</li> <li>• Students participate without fear of put-downs or ridicule from either the educator or other students.</li> <li>• The educator respects and encourages students' efforts.</li> <li>• Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled.</li> <li>• The educator silently and subtly monitors student behavior.</li> <li>• Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.</li> <li>• Modifications are made to the physical environment to accommodate students with special needs.</li> <li>• There is total alignment between the learning activities and the physical environment.</li> <li>• Students take the initiative to adjust the physical environment.</li> <li>• The educator and students make extensive and imaginative use of available technology.</li> </ul>

**Examples of evidence that demonstrate I am addressing this standard:**

- ☐ Materials are stored safely
- ☐ Surfaces and walls are organized and uncluttered.
- ☐ Behavior management strategies are consistently used, both positive and negative. i.e. class points, group points, individual incentive systems, tiered consequence system
- ☐ Redirection is respectful and discreet
- ☐ Students ask questions and express opinions
- ☐ Student-to-student interaction is respectful

Element 2.4	Not Effective	Emerging
<p><b>Creating a rigorous learning environment with high expectations and appropriate support for all students.</b></p>	<p>The classroom culture is characterized by a lack of educator or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by the educator or students. The educator appears to be only “going through the motions,” and students indicate that they are interested in the completion of the task rather than the quality of the work. The educator conveys that the student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>
<p><b>Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• The educator conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.</li> <li>• The educator conveys to at least some students that the work is too challenging for them.</li> <li>• Students exhibit little or no pride in their work.</li> <li>• Students use language incorrectly; the educator does not correct them.</li> </ul>	<ul style="list-style-type: none"> <li>• The educator’s energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces.</li> <li>• The educator conveys high expectations for only some students.</li> <li>• Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an “easy path.”</li> <li>• The educator’s primary concern appears to be to complete the task at hand.</li> <li>• The educator urges, but does not insist, that students use precise language.</li> </ul>

**As educators develop, they may ask, “How do I...” or “How might I...”**

- ☐ establish a productive, achievement-oriented climate in my classroom?
- ☐ set high expectations for all of my students?
- ☐ motivate all students to initiate their own learning and strive for challenging learning goals?
- ☐ provide all students opportunities to examine and evaluate their own work and to learn from the work of their peers?
- ☐ ensure access to challenging and diverse academic content for all students?



Element 2.4	Applying	Integrating
<b>Creating a rigorous learning environment with high expectations and appropriate support for all students.</b>	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The educator conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• The educator communicates the importance of the content and the conviction that with hard work, all students can master the material.</li> <li>• The educator demonstrates a high regard for students' abilities.</li> <li>• The educator conveys an expectation of high levels of student effort.</li> <li>• Students expend good effort to complete work of high quality.</li> <li>• The educator insists on precise use of language by students.</li> </ul>	<ul style="list-style-type: none"> <li>• The educator communicates passion for the subject.</li> <li>• The educator conveys the satisfaction that accompanies a deep understanding of complex content.</li> <li>• Students indicate through their questions and comments a desire to understand the content.</li> <li>• Students assist their classmates in understanding the content.</li> <li>• Students take initiative in improving the quality of their work.</li> <li>• Students correct one another in their use of language.</li> </ul>

**Examples of evidence that demonstrate I am addressing this standard:**

- ☐ Show examples of good and poor work quality
- ☐ Rubrics are used by students
- ☐ Enrichment activities are provided
- ☐ Subskills are provided as necessary to support the grade level skill
- ☐ Individual or Small-group instruction/support
- ☐ All students are engaged in appropriate activities

Element 2.5	Not Effective	Emerging
<b>Developing, communicating, and maintain high standards for individual and group behavior.</b>	There appear to be no established standards of conduct, or students challenge them. There is little or no educator monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The educator tries, with uneven results, to monitor student behavior and respond to student misbehavior.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• The classroom environment is chaotic, with no standards of conduct evident.</li> <li>• The educator does not monitor student behavior.</li> <li>• Some students disrupt the classroom, without apparent educator awareness or with an ineffective response.</li> </ul>	<ul style="list-style-type: none"> <li>• The educator attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.</li> <li>• The educator attempts to keep track of student behavior, but with no apparent system.</li> <li>• The educator's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.</li> </ul>

**As educators develop, they may ask, “How do I...” or “Why do I...”**

- ☐ facilitate student participation in classroom decision-making?
- ☐ foster and support appropriate student behavior?
- ☐ collaborate with students, families, and communities to establish, maintain, and communicate standards for student behavior?
- ☐ understand the underlying causes of student behavior, including developmental and individual needs, and utilize that knowledge in support of positive classroom conduct?
- ☐ work proactively to prevent and respond quickly to minimize behavioral issues?
- ☐ understand and respond to inappropriate behaviors in an efficient, fair, and equitable way?
- ☐ help all students learn to take responsibility for their own behavior and actions?

Element 2.5	Applying	Integrating
<b>Developing, communicating, and maintain high standards for individual and group behavior.</b>	Student behavior is generally appropriate. The educator monitors student behavior against established standards of conduct. Educator response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Educator monitoring of student behavior is subtle and preventive. The educator's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Standards of conduct appear to have been established and implemented successfully.</li> <li>• Overall, student behavior is generally appropriate.</li> <li>• The educator frequently monitors student behavior.</li> <li>• The educator's response to student misbehavior is effective.</li> </ul>	<ul style="list-style-type: none"> <li>• Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled.</li> <li>• The educator silently and subtly monitors student behavior.</li> <li>• Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.</li> </ul>

**Examples of evidence that demonstrate that I am addressing this standard:**

- ☐ Students are assigned roles in cooperative activities
- ☐ Rules and routines are explicitly taught and reinforced (explaining, modeling, posting, and re-taught frequently)
- ☐ Quickly identify and intervene in student misbehavior
- ☐ Individual and group discussions regarding behavior are facilitated
- ☐ Appropriate communication with families regarding student behavior is maintained

Element 2.6	Not Effective	Emerging
<b>Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.</b>	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the educator's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.	Some instructional time is lost due to partially effective classroom routines and procedures. The educator's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>● Students not working with the educator are not productively engaged.</li> <li>● Transitions are disorganized, with much loss of instructional time.</li> <li>● There do not appear to be any established procedures for distributing and collecting materials.</li> <li>● A considerable amount of time is spent off task because of unclear procedures.</li> <li>● Volunteers and paraprofessionals have no defined role and/or are idle much of the time.</li> </ul>	<ul style="list-style-type: none"> <li>● Students not working directly with the educator are only partially engaged.</li> <li>● Procedures for transitions seem to have been established, but their operation is not smooth.</li> <li>● There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.</li> <li>● Classroom routines function unevenly.</li> <li>● Volunteers and paraprofessionals require frequent supervision.</li> </ul>

**As educators develop, they may ask, “How do I...” or “Why do I...”**

- ☐ involve all students in the development of classroom procedures and routines?
- ☐ help students transition smoothly and efficiently from one instructional activity to the next?
- ☐ apply knowledge of students' physical, social, cognitive, and emotional development to ensure that adequate time and support are provided for students to complete learning activities?
- ☐ develop daily schedules, timelines, classroom routines, and norms that maximize learning?
- ☐ connect district, site, and classroom procedures to promote a climate of fairness and respect for all students?
- ☐ adapt routines, procedures, and norms to ensure the success of students with special needs?

Element 2.6	Applying	Integrating
<b>Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.</b>	<p>There is little loss of instructional time due to effective classroom routines and procedures. The educator's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.</p>	<p>Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.</p>
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>● Students are productively engaged during small-group or independent work.</li> <li>● Transitions between large- and small-group activities are smooth.</li> <li>● Routines for distribution and collection of materials and supplies work efficiently.</li> <li>● Classroom routines function smoothly.</li> <li>● Volunteers and paraprofessionals work with minimal supervision.</li> </ul>	<ul style="list-style-type: none"> <li>● With minimal prompting by the educator, students ensure that their time is used productively.</li> <li>● Students take initiative in distributing and collecting materials efficiently.</li> <li>● Students themselves ensure that transitions and other routines are accomplished smoothly.</li> <li>● Volunteers and paraprofessionals take initiative in their work in the class.</li> </ul>

**Examples of evidence that demonstrate that I am addressing this standard:**

- ☐ Transition routines minimize down time
- ☐ Daily agenda is posted
- ☐ Students follow routines without continuous prompting
- ☐ Routines support identified needs in 504 plans, IEP's, SST plans, etc.

Element 2.7	Not Effective	Emerging
<p><b>Using instructional time to optimize learning.</b></p>	<p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the educator's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.</p> <p>The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</p>	<p>Some instructional time is lost due to partially effective classroom routines and procedures. The educator's management of instructional groups and transitions or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.</p> <p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive, or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."</p>
<p><b>Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• Students not working with the educator are not productively engaged.</li> <li>• Transitions are disorganized, with much loss of instructional time.</li> <li>• There do not appear to be any established procedures for distributing and collecting materials.</li> <li>• A considerable amount of time is spent off task because of unclear procedures.</li> <li>• Volunteers and paraprofessionals have no defined role and/or are idle much of the time.</li> <li>• Few students are intellectually engaged in the lesson.</li> <li>• Learning tasks/activities and materials require only recall or have a single correct response or method.</li> <li>• Instructional materials used are unsuitable to the lesson and/or the students.</li> <li>• The lesson drags or is rushed.</li> <li>• Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Students not working directly with the educator are only partially engaged.</li> <li>• Procedures for transitions seem to have been established, but their operation is not smooth.</li> <li>• There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.</li> <li>• Classroom routines function unevenly.</li> <li>• Volunteers and paraprofessionals require frequent supervision.</li> <li>• Some students are intellectually engaged in the lesson.</li> <li>• Learning tasks are a mix of those requiring thinking and those requiring recall.</li> <li>• Student engagement with the content is largely passive; the learning consists primarily of facts or procedures.</li> <li>• The materials and resources are partially aligned to the lesson objectives.</li> <li>• Few of the materials and resources require student thinking or ask students to explain their thinking.</li> <li>• The pacing of the lesson is uneven--suitable in parts but rushed or dragging in others.</li> <li>• The instructional groupings used are partially appropriate to the activities.</li> </ul>

As educators develop, they may ask, "How do I..." or "Why do I..."

- ☐ organize instruction to optimize learning time?
- ☐ pace instruction to accomplish learning goals?
- ☐ re-direct students' off-task behavior to make the most of instructional time?
- ☐ adjust instructional time so that all students remain engaged and challenged?
- ☐ structure time for both independent and collaborative learning opportunities?
- ☐ balance instructional, preparation, administrative, and managerial time?

Element 2.7	Applying	Integrating
<p><b>Using instructional time to optimize learning.</b></p>	<p>There is little loss of instructional time due to effective classroom routines and procedures. The educator's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.</p> <p>The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge students thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with educator scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.</p> <p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The educator provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed to not only intellectually engage with and reflect upon their learning but also to consolidate their understanding.</p>
<p><b>Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• Students are productively engaged during small-group or independent work.</li> <li>• Transitions between large- and small-group activities are smooth.</li> <li>• Routines for distribution and collection of materials and supplies work efficiently.</li> <li>• Classroom routines function smoothly.</li> <li>• Volunteers and paraprofessionals work with minimal supervision.</li> <li>• Most students are intellectually engaged in the lesson.</li> <li>• Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</li> <li>• Students are invited to explain their thinking as part of completing tasks.</li> <li>• Materials and resources support the learning goals and require intellectual engagement, as appropriate.</li> <li>• The pacing of the lesson provides students the time needed to be intellectually engaged.</li> <li>• The educator uses groupings that are suitable to the lesson activities.</li> </ul>	<ul style="list-style-type: none"> <li>• With minimal prompting by the educator, students ensure that their time is used productively.</li> <li>• Students take initiative in distributing and collecting materials efficiently.</li> <li>• Students themselves ensure that transitions and other routines are accomplished smoothly.</li> <li>• Volunteers and paraprofessionals take initiative in their work in the class.</li> <li>• Virtually all students are intellectually engaged in the lesson.</li> <li>• Lesson activities require high-level student thinking and explanations of their thinking.</li> <li>• Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.</li> <li>• Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</li> </ul>

**Examples of evidence that demonstrate I am addressing this standard:**

- ☐ Off-task behavior is addressed immediately
- ☐ Pacing within the lesson is appropriate for student learning and adjusted as necessary
- ☐ Transitions are smooth
- ☐ Checking for understanding of content delivered occurs before moving on to the next lesson segment
- ☐ Lesson activities are completed in an appropriate amount of time

# CSTP 3 Understanding and Organizing Subject Matter for Student Learning

Element 3.1	Not Effective	Emerging
<b>Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks.</b>	<p>In planning and practice, the educator makes contents errors or does not correct errors made by students. The educator displays little understanding of prerequisite knowledge important to student learning of the content. The educator displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p> <p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The educator's explanation of the content contains major errors and does not include any explanation of strategies students might use. The educator's spoken or written language contains errors of grammar or syntax. The educator's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>The educator is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The educator indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The educator's plans and practice reflects a limited range of pedagogical approaches to the discipline or to the students.</p> <p>The educator's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The educator's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The educator's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The educator's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The educator rarely takes opportunities to explain academic vocabulary.</p>
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• The educator makes content errors.</li> <li>• The educator does not consider prerequisite relationships when planning.</li> <li>• The educator's plans use inappropriate strategies for the discipline.</li> <li>• At no time during the lesson does the educator convey to students what they will be learning.</li> <li>• Students indicate through body language or questions that they don't understand the content being presented.</li> <li>• The educator makes a serious content error that will affect students' understanding of the lesson.</li> <li>• Students indicate through their questions that they are confused about the learning task.</li> <li>• The educator's communications include errors of vocabulary or usage or imprecise use of academic language.</li> <li>• The educator's vocabulary is inappropriate to the age or culture of the students.</li> </ul>	<ul style="list-style-type: none"> <li>• The educator's understanding of the discipline is rudimentary.</li> <li>• The educator's knowledge of prerequisite relationships is inaccurate or incomplete.</li> <li>• Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.</li> <li>• The educator provides little elaboration or explanation about what the students will be learning.</li> <li>• The educator's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.</li> <li>• The educator makes no serious content errors but may make minor ones.</li> <li>• The educator's explanations of content are purely procedural, with no indication of how students can think strategically.</li> <li>• The educator must clarify the learning task so students can complete it.</li> <li>• The educator's vocabulary and usage are correct but unimaginative.</li> <li>• When the educator attempts to explain academic vocabulary, it is only partially successful.</li> <li>• The educator's vocabulary is too advanced, or too juvenile, for students.</li> </ul>

As educators develop, they may ask, "How do I..." or "Why do I..."

- ☐ ensure that my subject matter knowledge is sufficient to support student learning?
- ☐ continue to keep my subject matter knowledge current?
- ☐ identify, understand, and teach the key concepts and underlying themes and relationships in the academic content standards and state curriculum frameworks?
- ☐ integrate key concepts, themes, relationships, and connections across subject matter areas?
- ☐ ensure that my knowledge of the subject matter incorporates different perspectives, appropriate to the discipline?
- ☐ maintain and utilize current understanding of relevant content standards and frameworks



Element 3.1	Applying	Integrating
<p><b>Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks.</b></p>	<p>The educator displays solid knowledge of the important concepts in the discipline and how these relate to one another. The educator demonstrates accurate understanding of prerequisite relationships among topics. The educator's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in subject.</p> <p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The educator's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the educator focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The educator's spoken and written language is clear and correct and is suitable to students' ages and interests. The educator's use of academic vocabulary is precise and serves to extend student understanding.</p>	<p>The educator displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The educator demonstrates understanding of the prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures and ensure student understanding. The educator's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.</p> <p>The educator links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The educator's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The educator's spoken and written language is expressive, and the educator finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.</p>
<p><b>Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• The educator can identify important concepts of the discipline and their relationships to one another.</li> <li>• The educator provides clear explanations of the content.</li> <li>• The educator answers students' questions accurately and provides feedback that furthers their learning.</li> <li>• Instructional strategies in unit and lesson plans are entirely suitable to the content.</li> <li>• The educator states clearly, at some point during the lesson, what the students will be learning.</li> <li>• The educator's explanation of content is clear and invites student participation and thinking.</li> <li>• The educator makes no content errors.</li> <li>• The educator describes specific strategies students might use, inviting students to interpret them in the context of what they're learning.</li> <li>• Students engage with the learning task, indicating that they understand what they are to do.</li> <li>• If appropriate, the educator models the process to be followed in the task.</li> <li>• The educator's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.</li> <li>• The educator's vocabulary is appropriate to students' ages and levels of development.</li> </ul>	<ul style="list-style-type: none"> <li>• The educator cites intra- and interdisciplinary content relationships.</li> <li>• The educator's plans demonstrate awareness of possible student misconceptions and how they can be addressed.</li> <li>• The educator's plans reflect recent developments in content-related pedagogy.</li> <li>• If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.</li> <li>• The educator explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</li> <li>• The educator points out possible areas for misunderstanding.</li> <li>• The educator invites students to explain the content to their classmates.</li> <li>• Students suggest other strategies they might use in approaching a challenge or analysis.</li> <li>• The educator uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.</li> <li>• Students use academic language correctly.</li> </ul>

**Examples of evidence that demonstrate I am addressing this standard:**

- ☐ Learning objective is consistent with the assigned grade level or course and with the CA Content/ Common Core Standards
- ☐ Lessons taught encompass skill, content, and context prescribed in the standards
- ☐ Lessons demonstrate a cohesion of themes within and across curriculum areas The educator displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The educator demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The educator's plans and practice reflection.
- ☐ Concepts and skills are taught accurately

Element 3.2	Not Effective	Emerging
<p><b>Applying knowledge of student development and proficiencies to ensure student understanding of subject matter.</b></p>	<p>The educator displays minimal understanding of how students learn- and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages- and does not indicate that such knowledge is valuable.</p> <p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The educator's explanation of the content contains major errors and does not include any explanation of strategies students might use. The educator's spoken or written language contains errors of grammar or syntax. The educator's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>The educator displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.</p> <p>The educator's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The educator's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The educator's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The educator's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The educator rarely takes opportunities to explain academic vocabulary.</p>
<p><b>Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• The educator does not understand child development characteristics and has unrealistic expectations for students.</li> <li>• The educator does not try to ascertain varied ability levels among students in the class.</li> <li>• The educator is not aware of students' interests or cultural heritages.</li> <li>• The educator takes no responsibility to learn about students' medical or learning disabilities.</li> <li>• At no time during the lesson does the educator convey to students what they will be learning.</li> <li>• Students indicate through body language or questions that they don't understand the content being presented.</li> <li>• The educator makes a serious content error that will affect students' understanding of the lesson.</li> <li>• Students indicate through their questions that they are confused about the learning task.</li> <li>• The educator's communications include errors of vocabulary or usage or imprecise use of academic language.</li> <li>• The educator's vocabulary is inappropriate to the age or culture of the students.</li> </ul>	<ul style="list-style-type: none"> <li>• The educator cites developmental theory but does not seek to integrate it into lesson planning.</li> <li>• The educator is aware of the different ability levels in the class but tends to teach to the "whole group."</li> <li>• The educator recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.</li> <li>• The educator is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.</li> <li>• The educator provides little elaboration or explanation about what the students will be learning.</li> <li>• The educator's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.</li> <li>• The educator makes no serious content errors but may make minor ones.</li> <li>• The educator's explanations of content are purely procedural, with no indication of how students can think strategically.</li> <li>• The educator must clarify the learning task so students can complete it.</li> <li>• The educator's vocabulary and usage are correct but unimaginative.</li> <li>• When the educator attempts to explain academic vocabulary, it is only partially successful.</li> <li>• The educator's vocabulary is too advanced, or too juvenile, for students.</li> </ul>

**As educators develop, they may ask, "How do I..." or "Why do I..."**

- ☐ apply my knowledge of human development and learning theory to the unique students that I teach?
- ☐ acquire understanding of my students' individual cognitive, social, emotional and physical development?
- ☐ connect content being taught to students' prior knowledge and experiences?
- ☐ build understanding of my English learners' levels of language acquisition in order to know how to best support their learning?
- ☐ build understanding of my students with special needs in order to know how and when to differentiate instruction?

Element 3.2	Applying	Integrating
<p><b>Applying knowledge of student development and proficiencies to ensure student understanding of subject matter.</b></p>	<p>The educator understands the active nature of student learning and attains information about levels of development for groups of students. The educator also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</p> <p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The educator's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the educator focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The educator's spoken and written language is clear and correct and is suitable to students' ages and interests. The educator's use of academic vocabulary is precise and serves to extend student understanding.</p>	<p>The educator understands the active nature of student learning and acquires information about levels of development for individual students. The educator also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</p> <p>The educator links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The educator's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The educator's spoken and written language is expressive, and the educator finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.</p>
<p><b>Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• The educator knows, for groups of students, their levels of cognitive development.</li> <li>• The educator is aware of the different cultural groups in the class.</li> <li>• The educator has a good idea of the range of interests of students in the class.</li> <li>• The educator has identified "high," "medium," and "low" groups of students within the class.</li> <li>• The educator is well informed about students' cultural heritages and incorporates this knowledge in lesson planning.</li> <li>• The educator is aware of the special needs represented by students in the class.</li> <li>• The educator states clearly, at some point during the lesson, what the students will be learning.</li> <li>• The educator's explanation of content is clear and invites student participation and thinking.</li> <li>• The educator makes no content errors.</li> <li>• The educator describes specific strategies students might use, inviting students to interpret them in the context of what they're learning.</li> <li>• Students engage with the learning task, indicating that they understand what they are to do.</li> <li>• If appropriate, the educator models the process to be followed in the task.</li> <li>• The educator's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.</li> <li>• The educator's vocabulary is appropriate to students' ages and levels of development.</li> </ul>	<ul style="list-style-type: none"> <li>• The educator uses ongoing methods to assess students' skill levels and designs instruction accordingly.</li> <li>• The educator seeks out information from all students about their cultural heritages.</li> <li>• The educator maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</li> <li>• If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.</li> <li>• The educator explains content clearly and imaginatively, using metaphors and analogies to bring, content to life.</li> <li>• The educator points out possible areas for misunderstanding.</li> <li>• The educator invites students to explain the content to their classmates.</li> <li>• Students suggest other strategies they might use in approaching a challenge or analysis.</li> <li>• The educator uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.</li> <li>• Students use academic language correctly.</li> </ul>

**Examples of evidence that demonstrate I am addressing this standard:**

- ☐ Use CELDT levels to help prepare lessons
- ☐ Use CELDT levels to drive questioning
- ☐ Give a diagnostic survey to assess students' preferred learning styles
- ☐ Analyze data from pre, ongoing, and post assessments
- ☐ Use adaptive devices to enhance curriculum when necessary
- ☐ When applicable, new content is tied to previous learning
- ☐ IEPs, 504 Plans, SST plans, etc. are reviewed and implemented

Element 3.3	Not Effective	Emerging
<b>Organizing curriculum to facilitate student understanding of the subject matter</b>	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>● Learning activities are boring and/or not well aligned to the instructional goals.</li> <li>● Materials are not engaging or do not meet instructional outcomes.</li> <li>● Instructional groups do not support learning.</li> <li>● Lesson plans are not structured or sequenced and are unrealistic in their expectations.</li> </ul>	<ul style="list-style-type: none"> <li>● Learning activities are moderately challenging.</li> <li>● Learning resources are suitable, but there is limited variety.</li> <li>● Instructional groups are random, or they only partially support objectives.</li> <li>● Lesson structure is uneven or may be unrealistic about time expectations.</li> </ul>

As educators develop, they may ask, “How do I...” or “Why do I...”

- ☐ use my knowledge of student readiness to learn to organize, sequence, and enhance the curriculum?
- ☐ apply my knowledge of the subject matter to organize curriculum, plan lessons and units, and select instructional strategies that demonstrate key concepts and their interrelationships?
- ☐ organize subject matter to reveal and value different cultural perspectives?
- ☐ incorporate subject or grade level expectations and curriculum frameworks in organizing subject matter? utilize standards-aligned and/or adopted curriculum in ways that support student learning?

Element 3.3	Applying	Integrating
<b>Organizing curriculum to facilitate student understanding of the subject matter</b>	<p>Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.</p>	<p>The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.</p>
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>● Learning activities are matched to instructional outcomes.</li> <li>● Activities provide opportunity for higher-level thinking.</li> <li>● The educator provides a variety of appropriately challenging materials and resources.</li> <li>● Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths.</li> <li>● The plan for the lesson or unit is well structured, with reasonable time allocations.</li> </ul>	<ul style="list-style-type: none"> <li>● Activities permit student choice.</li> <li>● Learning experiences connect to other disciplines.</li> <li>● The educator provides a variety of appropriately challenging resources that are differentiated for students in the class.</li> <li>● Lesson plans differentiate for individual student needs.</li> </ul>

**Examples of evidence that demonstrate that I am addressing this standard:**

- ☐ Lesson contains components to obtain students' attention, maintain engagement, and ensure mastery of context. (i.e. APK, Importance, Concept Development, Skill Development, Guided Practice, Closure, Independent Practice)
- ☐ Uses initial, progress monitoring, and summative assessments to guide instruction and depth and complexity of discussions
- ☐ Instruction reflects awareness of various cultural perspectives
- ☐ Lessons are based on the rigor of the subject standards

Element 3.4	Not Effective	Emerging
Utilizing instructional strategies that are appropriate to the subject matter	<p>In planning and practice, the educator makes content errors or does not correct errors made by students. The educator displays little understanding of prerequisite knowledge important to student learning of the content. The educator displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p> <p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The educator's explanation of the content contains major errors and does not include any explanation of strategies students might use. The educator's spoken or written language contains errors of grammar or syntax. The educator's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p> <p>The educator ignores students' questions; when students have difficulty learning, the educator blames them or their home environment for their lack of success. The educator makes no attempt to adjust the lesson even when students don't understand content.</p>	<p>The educator is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The educator indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The educator's plans and practice reflects a limited range of pedagogical approaches to the discipline or to the students. The educator's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The educator's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The educator's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The educator's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The educator rarely takes opportunities to explain academic vocabulary.</p> <p>The educator accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.</p>
	<p><b>Critical Attributes</b></p> <ul style="list-style-type: none"> <li>• The educator makes content errors.</li> <li>• The educator does not consider prerequisite relationships when planning.</li> <li>• The educator's plans use inappropriate strategies for the discipline.</li> <li>• At no time during the lesson does the educator convey to students what they will be learning.</li> <li>• Students indicate through body language or questions that they don't understand the content being presented.</li> <li>• The educator makes a serious content error that will affect students' understanding of the lesson.</li> <li>• Students indicate through their questions that they are confused about the learning task.</li> <li>• The educator's communications include errors of vocabulary or usage or imprecise use of academic language.</li> <li>• The educator's vocabulary is inappropriate to the age or culture of the students.</li> <li>• The educator ignores indications of student boredom or lack of understanding.</li> <li>• The educator brushes aside students' questions.</li> <li>• The educator conveys to students that when they have difficulty learning, it is their fault.</li> <li>• In reflecting on practice, the educator does not indicate that it is important to reach all students.</li> <li>• The educator makes no attempt to adjust the lesson in response to student confusion.</li> </ul>	<ul style="list-style-type: none"> <li>• The educator's understanding of the discipline is rudimentary.</li> <li>• The educator's knowledge of prerequisite relationships is inaccurate or incomplete.</li> <li>• Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.</li> <li>• The educator provides little elaboration or explanation about what the students will be learning.</li> <li>• The educator's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.</li> <li>• The educator makes no serious content errors but may make minor ones.</li> <li>• The educator's explanations of content are purely procedural, with no indication of how students can think strategically.</li> <li>• The educator must clarify the learning task so students can complete it.</li> <li>• The educator's vocabulary and usage are correct but unimaginative.</li> <li>• When the educator attempts to explain academic vocabulary, it is only partially successful.</li> <li>• The educator's vocabulary is too advanced, or too juvenile, for students.</li> <li>• The educator makes perfunctory attempts to incorporate students' questions and interests into the lesson.</li> <li>• The educator conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them.</li> <li>• In reflecting on practice, the educator indicates the desire to reach all students but does not suggest strategies for doing so.</li> <li>• The educator's attempts to adjust the lesson are partially successful.</li> </ul>

As educators develop, they may ask, "How do I..." or "Why do I..."

- ☐ develop and use a repertoire of instructional strategies appropriate to the subject matter?
- ☐ build on students' life experiences, prior knowledge, and interests to make subject matter relevant and meaningful to students?
- ☐ use effective instructional strategies and approaches to illustrate a concept and its connections within and across subject areas?
- ☐ challenge all students to think critically in the subject area?
- ☐ help all students develop enthusiasm for and a deep knowledge of the subject matter?
- ☐ use strategies that make the depth and complexity of subject matter understandable to all students?



Element 3.4	Applying	Integrating
<p><b>Utilizing instructional strategies that are appropriate to the subject matter</b></p>	<p>The educator displays solid knowledge of the important concepts in the discipline and how these relate to one another. The educator demonstrates accurate understanding of prerequisite relationships among topics. The educator's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in subject. The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The educator's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the educator focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The educator's spoken and written language is clear and correct and is suitable to students' ages and interests. The educator's use of academic vocabulary is precise and serves to extend student understanding.</p> <p>The educator successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the educator persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the educator makes a minor adjustment to the lesson and does so smoothly.</p>	<p>The educator displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The educator demonstrates understanding of the prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures and ensure student understanding. The educator's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.</p> <p>The educator links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The educator's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The educator's spoken and written language is expressive, and the educator finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.</p> <p>The educator seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the educator persists in seeking effective approaches for students who need help.</p>
<p><b>Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• The educator can identify important concepts of the discipline and their relationships to one another.</li> <li>• The educator provides clear explanations of the content.</li> <li>• The educator answers students' questions accurately and provides feedback that furthers their learning.</li> <li>• Instructional strategies in unit and lesson plans are entirely suitable to the content.</li> <li>• The educator states clearly, at some point during the lesson, what the students will be learning.</li> <li>• The educator's explanation of content is clear and invites student participation and thinking.</li> <li>• The educator makes no content errors.</li> <li>• The educator describes specific strategies students might use, inviting students to interpret them in the context of what they're learning.</li> <li>• Students engage with the learning task, indicating that they understand what they are to do.</li> <li>• If appropriate, the educator models the process to be followed in the task.</li> <li>• The educator's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.</li> <li>• The educator's vocabulary is appropriate to students' ages and levels of development.</li> <li>• The educator incorporates students' interests and questions into the heart of the lesson.</li> <li>• The educator conveys to students that she has other approaches to try when the students experienced difficulty.</li> <li>• In reflecting on practice, the educator cites multiple approaches undertaken to reach students having difficulty.</li> <li>• When improvising becomes necessary, the educator makes adjustments to the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• The educator cites intra- and interdisciplinary content relationships.</li> <li>• The educator's plans demonstrate awareness of possible student misconceptions and how they can be addressed.</li> <li>• The educator's plans reflect recent developments in content-related pedagogy.</li> <li>• If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.</li> <li>• The educator explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</li> <li>• The educator points out possible areas for misunderstanding.</li> <li>• The educator invites students to explain the content to their classmates.</li> <li>• Students suggest other strategies they might use in approaching a challenge or analysis.</li> <li>• The educator uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.</li> <li>• Students use academic language correctly.</li> <li>• The educator seizes on a teachable moment to enhance a lesson.</li> <li>• The educator conveys to students that she won't consider a lesson "finished" until every student understands that she has a broad range of approaches to use.</li> <li>• In reflecting on practice, the educator can cite others in the school and beyond whom he has contacted for assistance in teaching some students.</li> <li>• The educator's adjustments to the lesson, when they are needed, are designed to assist individual students.</li> </ul>

**Examples of evidence that demonstrate I am addressing this standard:**

- ☐ Uses a variety of instructional strategies to make learning accessible to all students
- ☐ Employs a wide range of critical thinking skills to deepen the understanding of context
- ☐ Hands-on, visual, kinesthetic or combinations of these are used to make content comprehensible to all students
- ☐ Instructional strategies chosen are effective for the target standard, concept, and skill
- ☐ Instructional delivery develops the motivation and enthusiasm of the students

Element 3.5	Not Effective	Emerging
<b>Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students</b>	<p>The educator is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the educator aware of resources for expanding one's own professional skill.</p> <p>The educator ignores students' questions; when students have difficulty learning, the educator blames them or their home environment for their lack of success. The educator makes no attempt to adjust the lesson even when students don't understand content.</p>	<p>The educator displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.</p> <p>The educator accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.</p>
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>● The educator uses only district-provided materials, even when more variety would assist some students.</li> <li>● The educator does not seek out resources available to expand her own skill.</li> <li>● Although the educator is aware of some student needs, he does not inquire about possible resources.</li> <li>● The educator ignores indications of student boredom or lack of understanding.</li> <li>● The educator brushes aside students' questions.</li> <li>● The educator conveys to students that when they have difficulty learning, it is their fault.</li> <li>● In reflecting on practice, the educator does not indicate that it is important to reach all students.</li> <li>● The educator makes no attempt to adjust the lesson in response to student confusion.</li> </ul>	<ul style="list-style-type: none"> <li>● The educator uses materials in the school library but does not search beyond the school for resources.</li> <li>● The educator participates in content-area workshops offered by the school but does not pursue other professional development.</li> <li>● The educator locates materials and resources for students that are available through the school but does not pursue any other avenues.</li> <li>● The educator makes perfunctory attempts to incorporate students' questions and interests into the lesson.</li> <li>● The educator conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them.</li> <li>● In reflecting on practice, the educator indicates the desire to reach all students but does not suggest strategies for doing so.</li> <li>● The educator's attempts to adjust the lesson are partially successful.</li> </ul>

**As educators develop, they may ask, "How do I..." or "Why do I..."**

- ☐ know the full range of materials, resources, and technologies provided by the school or district?
- ☐ select materials, resources, and technologies to support differentiated student learning of the subject matter?
- ☐ select and use learning materials and resources that reflect the diversity in my classroom?
- ☐ use technologies to convey key concepts in the subject matter?
- ☐ learn about and access new instructional resources to support student learning?



Element 3.5	Applying	Integrating
<p><b>Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students</b></p>	<p>The educator displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.</p> <p>The educator successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the educator persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the educator makes a minor adjustment to the lesson and does so smoothly.</p>	<p>The educator's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.</p> <p>The educator seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the educator persists in seeking effective approaches for students who need help.</p>
<p><b>Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• Texts are at varied levels.</li> <li>• Texts are supplemented by guest speakers and field experiences.</li> <li>• The educator facilitates the use of Internet resources.</li> <li>• Resources are multidisciplinary.</li> <li>• The educator expands her knowledge through professional learning groups and organizations.</li> <li>• The educator pursues options offered by universities.</li> <li>• The educator provides lists of resources outside the classroom for students to draw on.</li> <li>• The educator incorporates students' interests and questions into the heart of the lesson.</li> <li>• The educator conveys to students that she has other approaches to try when the students experience difficulty.</li> <li>• In reflecting on practice, the educator cites multiple approaches undertaken to reach students having difficulty.</li> <li>• When improvising becomes necessary, the educator makes adjustments to the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Texts are matched to student skill level.</li> <li>• The educator has ongoing relationships with colleges and universities that support student learning.</li> <li>• The educator maintains a log of resources for student reference.</li> <li>• The educator pursues apprenticeships to increase discipline knowledge.</li> <li>• The educator facilitates student contact with resources outside the classroom.</li> <li>• The educator seizes on a teachable moment to enhance a lesson.</li> <li>• The educator conveys to students that she won't consider a lesson "finished" until every student understands that she has a broad range of approaches to use.</li> <li>• In reflecting on practice, the educator can cite others in the school and beyond whom he has contacted for assistance in teaching some students.</li> <li>• The educator's adjustments to the lesson, when they are needed, are designed to assist individual students.</li> </ul>

**Examples of evidence that demonstrate I am addressing this standard:**

- ☐ District adopted materials are used to teach the content/core standards
- ☐ Approved supplemental materials are used as appropriate
- ☐ A variety of technology devices are used to enhance learning: computer, document cameras, overhead projectors, LCD projectors, Interactive Whiteboards, websites, etc.)
- ☐ The students as well as the educator are engaged in technology use to further content understanding
- ☐ Educator is up to date in their knowledge and understanding of educational technologies

Element 3.6	Not Effective	Emerging
<p><b>Addressing the needs of English learners and students with special needs to provide equitable access to the content</b></p>	<p>Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.</p> <p>The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.</p> <p>The educator displays dishonesty in interactions with colleagues, students, and the public. The educator is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The educator makes decisions and recommendations that are based on self-serving interests. The educator does not comply with school and district regulations.</p>	<p>Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.</p> <p>The classroom is safe, and essential learning is accessible to most students. The educator makes modest use of physical resources, including computer technology. The educator attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.</p> <p>The educator is honest in interactions with colleagues, students, and the public. The educator's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The educator's decisions and recommendations are based on limited though genuinely professional considerations. The educator must be reminded by supervisors about complying with school and district regulations.</p>
<p><b>Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• Learning activities are boring and/or not well aligned to the instructional goals.</li> <li>• Materials are not engaging or do not meet instructional outcomes.</li> <li>• Instructional groups do not support learning.</li> <li>• Lesson plans are not structured or sequenced and are unrealistic in their expectations.</li> <li>• There are physical hazards in the classroom endangering student safety.</li> <li>• Many students can't see or hear the educator or see the board.</li> <li>• Available technology is not being used even if it is available and its use would enhance the lesson.</li> <li>• The educator is dishonest.</li> <li>• The educator does not notice the needs of students.</li> <li>• The educator engages in practices that are self-serving.</li> <li>• The educator willfully rejects district regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning activities are moderately challenging.</li> <li>• Learning resources are suitable, but there is limited variety.</li> <li>• Instructional groups are random, or they only partially support objectives.</li> <li>• Lesson structure is uneven or may be unrealistic about time expectations.</li> <li>• The physical environment is safe, and most students can see and hear the educator or see the board.</li> <li>• The physical environment is not an impediment to learning but does not enhance it.</li> <li>• The educator makes limited use of available technology and other resources.</li> <li>• The educator is honest.</li> <li>• The educator notices the needs of the students but is inconsistent in addressing them.</li> <li>• The educator does not notice that some school practices result in poor conditions for students.</li> <li>• The educator makes decisions professionally but on a limited basis.</li> <li>• The educator complies with district regulations.</li> </ul>

**As educators develop, they may ask, “How do I...” or “Why do I...”**

- ☐ address the English Language Development (ELD) standards as they relate to my English learners' levels of language acquisition?
- ☐ address the Individual Education Plan (IEP) goals and objectives of my students with special needs?
- ☐ select materials, resources, and technologies to support subject matter instruction of my English learners and students with special needs?
- ☐ ensure access to the critical concepts and themes in the academic content standards and state curriculum frameworks for students at various levels of English proficiency and for students with special needs?

Element 3.6	Applying	Integrating
<p><b>Addressing the needs of English learners and students with special needs to provide equitable access to the content</b></p>	<p>Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.</p> <p>The classroom is safe, and students have equal access to learning activities; the educator ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.</p> <p>The educator displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The educator is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The educator maintains an open mind in team or departmental decision making. The educator complies fully with school and district regulations.</p>	<p>The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice. The classroom environment is safe, and learning is accessible to all students, including those with special needs. The educator makes effective use of physical resources, including computer technology. The educator ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning</p> <p>The educator can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The educator is highly proactive in serving students, seeking out resources when needed. The educator makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The educator takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The educator complies fully with school and district regulations, taking a leadership role with colleagues.</p>
<p><b>Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• Learning activities are matched to instructional outcomes.</li> <li>• Activities provide opportunity for higher-level thinking.</li> <li>• The educator provides a variety of appropriately challenging materials and resources.</li> <li>• Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths.</li> <li>• The plan for the lesson or unit is well structured, with reasonable time allocations.</li> <li>• The classroom is safe, and all students are able to see and hear the educator or see the board.</li> <li>• The classroom is arranged to support the instructional goals and learning activities.</li> <li>• The educator makes appropriate use of available technology.</li> <li>• The educator is honest and known for having high standards of integrity.</li> <li>• The educator actively addresses student needs.</li> <li>• The educator actively works to provide opportunities for student success.</li> <li>• The educator willingly participates in team and departmental decision making.</li> <li>• The educator complies completely with district regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• Activities permit student choice.</li> <li>• Learning experiences connect to other disciplines.</li> <li>• The educator provides a variety of appropriately challenging resources that are differentiated for students in the class.</li> <li>• Lesson plans differentiate for individual student needs.</li> <li>• Modifications are made to the physical environment to accommodate students with special needs.</li> <li>• There is total alignment between the learning activities and the physical environment.</li> <li>• Students take the initiative to adjust the physical environment.</li> <li>• The educator and students make extensive and imaginative use of available technology.</li> <li>• The educator is considered a leader in terms of honesty, integrity, and confidentiality.</li> <li>• The educator is highly proactive in serving students.</li> <li>• The educator makes a concerted effort to ensure opportunities are available for all students to be successful.</li> <li>• The educator takes a leadership role in team and departmental decision making.</li> <li>• The educator takes a leadership role regarding district regulations.</li> </ul>

**Examples of evidence that demonstrate I am addressing this standard:**

- ☐ Uses varied levels of questioning to meet the needs of English Learners, SPED students, GATE students, etc
- ☐ Integrates IEP, 504 Plan, SST requirements into lessons for specific students
- ☐ Review, remediation, and extension activities are planned and carried out in classrooms
- ☐ Has knowledge of the ELD level of each English Learner and uses instructional strategies that support English Learners in accessing the core concept/skill

# CSTP 4 Planning Instruction and Designing Learning Experiences for All Students

Element 4.1	Not Effective	Emerging
<b>Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction</b>	<p>The educator displays minimal understanding of how students learn-- and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages-- and does not indicate that such knowledge is valuable.</p> <p>Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.</p>	<p>The educator displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.</p> <p>Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.</p>
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• The educator does not understand child development characteristics and has unrealistic expectations for students.</li> <li>• The educator does not try to ascertain varied ability levels among students in the class.</li> <li>• The educator is not aware of students' interests or cultural heritages.</li> <li>• The educator takes no responsibility to learn about students' medical or learning disabilities.</li> <li>• Learning activities are boring and/or not well aligned to the instructional goals.</li> <li>• Materials are not engaging or do not meet instructional outcomes.</li> <li>• Instructional groups do not support learning.</li> <li>• Lesson plans are not structured or sequenced and are unrealistic in their expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• The educator cites developmental theory but does not seek to integrate it into lesson planning.</li> <li>• The educator is aware of the different ability levels in the class but tends to teach to the "whole group."</li> <li>• The educator recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.</li> <li>• The educator is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.</li> <li>• Learning activities are moderately challenging.</li> <li>• Learning resources are suitable, but there is limited variety.</li> <li>• Instructional groups are random, or they only partially support objectives.</li> <li>• Lesson structure is uneven or may be unrealistic about time expectations.</li> </ul>

**As educators develop, they may ask, "How do I..." or "Why do I..."**

- ☐ incorporate students' prior knowledge and experience in my curriculum and instructional planning?
- ☐ use knowledge of my students' lives, their families, and their communities to inform my planning of curriculum and instruction?
- ☐ use knowledge of my students' individual cognitive, social, emotional, and physical development to plan instruction and make appropriate adaptations to meet students' unique needs?
- ☐ plan lessons and units that promote access to academic content standards for all students?
- ☐ use knowledge of my English learners' levels of language proficiency to plan instruction that supports their subject matter learning and academic language development?
- ☐ use knowledge of my students' diverse learning needs to plan instruction that supports their learning?

Element 4.1	Applying	Integrating
<b>Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction</b>	<p>The educator understands the active nature of student learning and attains information about levels of development for groups of students. The educator also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</p> <p>Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.</p>	<p>The educator understands the active nature of student learning and acquires information about levels of development for individual students. The educator also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</p> <p>The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.</p>
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• The educator knows, for groups of students, their levels of cognitive development.</li> <li>• The educator is aware of the different cultural groups in the class.</li> <li>• The educator has a good idea of the range of interests of students in the class.</li> <li>• The educator has identified "high," "medium," and "low" groups of students within the class.</li> <li>• The educator is well informed about students' cultural heritages and incorporates this knowledge in lesson planning.</li> <li>• The educator is aware of the special needs represented by students in the class.</li> <li>• Learning activities are matched to instructional outcomes.</li> <li>• Activities provide opportunity for higher-level thinking.</li> <li>• The educator provides a variety of appropriately challenging materials and resources.</li> <li>• Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths.</li> <li>• The plan for the lesson or unit is well structured, with reasonable time allocations.</li> </ul>	<ul style="list-style-type: none"> <li>• The educator uses ongoing methods to assess students' skill levels and designs instruction accordingly.</li> <li>• The educator seeks out information from all students about their cultural heritages.</li> <li>• The educator maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</li> <li>• Activities permit student choice.</li> <li>• Learning experiences connect to other disciplines.</li> <li>• The educator provides a variety of appropriately challenging resources that are differentiated for students in the class.</li> <li>• Lesson plans differentiate for individual students need.</li> </ul>

**Examples of evidence that demonstrate I am addressing this standard:**

- ☐ Frequent use of electronic student data system to store and review student results
- ☐ Use of CELDT assessment results to guide and plan appropriate questioning for the lesson
- ☐ Use of IEP goals and recommendations in planning instruction
- ☐ Plan for frontloading and re-teaching based on academic readiness
- ☐ Plan instruction that connects content to cultural backgrounds



Element 4.2	Not Effective	Emerging
<b>Establishing and articulating goals for student learning</b>	<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The educator's explanation of the content contains major errors and does not include any explanation of strategies students might use. The educator's spoken or written language contains errors of grammar or syntax. The educator's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer-assessment.</p>	<p>The educator's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The educator's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The educator's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The educator's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The educator rarely takes opportunities to explain academic vocabulary. Students appear to be only partially aware of the assessment criteria, and the educator monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.</p>
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• At no time during the lesson does the educator convey to students what they will be learning.</li> <li>• Students indicate through body language or questions that they don't understand the content being presented.</li> <li>• The educator makes a serious content error that will affect students' understanding of the lesson.</li> <li>• Students indicate through their questions that they are confused about the learning task.</li> <li>• The educator's communications include errors of vocabulary or usage or imprecise use of academic language.</li> <li>• The educator's vocabulary is inappropriate to the age or culture of the students.</li> <li>• The educator gives no indication of what high-quality work looks like.</li> <li>• The educator makes no effort to determine whether students understand the lesson.</li> <li>• Students receive no feedback, or feedback is global or directed to only one student.</li> <li>• The educator does not ask students to evaluate their own or classmates' work.</li> </ul>	<ul style="list-style-type: none"> <li>• The educator provides little elaboration or explanation about what the students will be learning.</li> <li>• The educator's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.</li> <li>• The educator makes no serious content errors but may make minor ones.</li> <li>• The educator's explanations of content are purely procedural, with no indication of how students can think strategically.</li> <li>• The educator must clarify the learning task so students can complete it.</li> <li>• The educator's vocabulary and usage are correct but unimaginative.</li> <li>• When the educator attempts to explain academic vocabulary, it is only partially successful.</li> <li>• The educator's vocabulary is too advanced, or too juvenile, for students.</li> <li>• There is little evidence that the students understand how their work will be evaluated.</li> <li>• The educator monitors understanding through a single method, or without eliciting evidence of understanding from students.</li> <li>• Feedback to students is vague and not oriented toward future improvement of work.</li> <li>• The educator makes only minor attempts to engage students in self- or peer assessment.</li> </ul>

**As educators develop, they may ask, “How do I...” or “Why do I...”**

- ☐ build on the strengths, interests, and needs of all students to establish high expectations for learning?
- ☐ establish long-term and short-term goals that are based on academic content standards and reflect students' strengths, interests, and needs?
- ☐ determine learning goals that address all students' language abilities and diverse learning needs?
- ☐ establish learning goals that address school, district, and community expectations?
- ☐ work with students and families to establish learning goals?
- ☐ develop goals that prepare students for successful transition to their next learning environment?
- ☐ communicate clear, challenging, and achievable expectations for students?

Element 4.2	Applying	Integrating
<b>Establishing and articulating goals for student learning</b>	<p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within a broader learning; directions and procedures are explained clearly and may be modeled. The educator's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the educator focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The educator's spoken and written language is clear and correct and is suitable to students' ages and interests. The educator's use of academic vocabulary is precise and serves to extend student understanding.</p> <p>Students appear to be aware of the assessment criteria, and the educator monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Educator feedback to groups of students is accurate and specific; some students engage in self-assessment.</p>	<p>The educator links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The educator's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The educator's spoken and written language is expressive, and the educator finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary. Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both educator and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The educator successfully differentiates instruction to address individual students' misunderstandings.</p>
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• The educator states clearly, at some point during the lesson, what the students will be learning.</li> <li>• The educator's explanation of content is clear and invites student participation and thinking.</li> <li>• The educator makes no content errors.</li> <li>• The educator describes specific strategies students might use, inviting students to interpret them in the context of what they're learning.</li> <li>• Students engage with the learning task, indicating that they understand what they are to do.</li> <li>• If appropriate, the educator models the process to be followed in the task.</li> <li>• The educator's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.</li> <li>• The educator's vocabulary is appropriate to students' ages and levels of development.</li> <li>• The educator makes the standards of high-quality work clear to students.</li> <li>• The educator elicits evidence of student understanding.</li> <li>• Students are invited to assess their own work and make improvements; most of them do so.</li> <li>• Feedback includes specific and timely guidance, at least for groups of students.</li> </ul>	<ul style="list-style-type: none"> <li>• If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.</li> <li>• The educator explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</li> <li>• The educator points out possible areas for misunderstanding.</li> <li>• The educator invites students to explain the content to their classmates.</li> <li>• Students suggest other strategies they might use in approaching a challenge or analysis.</li> <li>• The educator uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.</li> <li>• Students use academic language correctly.</li> <li>• Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria.</li> <li>• The educator is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding.</li> <li>• Students monitor their own understanding, either on their own initiative or as a result of tasks set by the educator.</li> <li>• High-quality feedback comes from many sources, including students; it is specific and focused on improvement.</li> </ul>

**Examples of evidence that demonstrate I am addressing this standard:**

- ☐ Regular use of individual student goal sheets
- ☐ Use of rubrics with students
- ☐ Conferences with parents and students regarding student goals
- ☐ Expectations for student achievement are grade-appropriate
- ☐ Goals and expectations are consistently communicated to students

Element 4.3	Not Effective	Emerging
<b>Developing and sequencing long-term and short-term instructional plans to support student learning</b>	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure, but the progression of activities is uneven, with only some reasonable time allocations.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>● Learning activities are boring and/or not well aligned to the instructional goals.</li> <li>● Materials are not engaging, or do not meet instructional outcomes.</li> <li>● Instructional groups do not support learning.</li> <li>● Lesson plans are not structured or sequenced and are unrealistic in their expectations.</li> </ul>	<ul style="list-style-type: none"> <li>● Learning activities are moderately challenging.</li> <li>● Learning resources are suitable, but there is limited variety.</li> <li>● Instructional groups are random, or they only partially support objectives.</li> <li>● Lesson structure is uneven or may be unrealistic about time expectations.</li> </ul>

**As educators develop, they may ask, “How do I...” or “Why do I...”**

- ☐ design an instructional program that considers the long-term and the short-term?
- ☐ use assessment results for long-term and short-term planning?
- ☐ incorporate diverse subject matter perspectives in my planning?
- ☐ select and sequence instructional strategies appropriate to the complexity of the lesson content and to student learning needs?
- ☐ plan an instructional program that supports students' second language learning and diverse learning needs?
- ☐ incorporate my professional expertise and knowledge of my students into a prescribed curriculum, pace, and district assessment calendar?
- ☐ collaborate with colleagues to make instructional decisions?
- ☐ design instruction so that students participate in setting and achieving their individual learning goals?



Element 4.3	Applying	Integrating
<b>Developing and sequencing long-term and short-term instructional plans to support student learning</b>	<p>Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.</p>	<p>The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.</p>
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>● Learning activities are matched to instructional outcomes.</li> <li>● Activities provide opportunity for higher-level thinking.</li> <li>● The educator provides a variety of appropriately challenging materials and resources.</li> <li>● Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths.</li> <li>● The plan for the lesson or unit is well structured, with reasonable time allocations.</li> </ul>	<ul style="list-style-type: none"> <li>● Activities permit student choice.</li> <li>● Learning experiences connect to other disciplines.</li> <li>● The educator provides a variety of appropriately challenging resources that are differentiated for students in the class.</li> <li>● Lesson plans differentiate for individual students needs.</li> </ul>

**Examples of evidence that demonstrate I am addressing this standard:**

- ☐ Data on individual student progress is reviewed and future instruction is planned based on the results of the analysis
- ☐ Long-term plans are present
- ☐ Grade level collaboration minutes demonstrate team decisions on instructional planning
- ☐ Weekly and daily lesson plans
- ☐ Moving from concrete to abstract for each concept
- ☐ Lessons are planned to grade level rigor
- ☐ Lesson plans are revised based on prior day progress

Element 4.4	Not Effective	Emerging
<p><b>Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</b></p>	<p>In planning and practice, the educator makes content errors or does not correct errors made by students. The educator displays little understanding of prerequisite knowledge important to student learning of the content. The educator displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p> <p>Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.</p> <p>Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The educator has no plan to incorporate formative assessment in the lesson or unit.</p>	<p>The educator is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The educator indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The educator's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure, but the progression of activities is uneven, with only some reasonable time allocations. Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The educator's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.</p>
<p><b>Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• The educator makes content errors.</li> <li>• The educator does not consider prerequisite relationships when planning.</li> <li>• The educator's plans use inappropriate strategies for the discipline.</li> <li>• Learning activities are boring and/or not well aligned to the instructional goals.</li> <li>• Materials are not engaging or do not meet instructional outcomes.</li> <li>• Instructional groups do not support learning.</li> <li>• Lesson plans are not structured or sequenced and are unrealistic in their expectations.</li> <li>• Assessments do not match instructional outcomes.</li> <li>• Assessments lack criteria.</li> <li>• No formative assessments have been designed.</li> <li>• Assessment results do not affect future plans.</li> </ul>	<ul style="list-style-type: none"> <li>• The educator's understanding of the discipline is rudimentary.</li> <li>• The educator's knowledge of prerequisite relationships is inaccurate or incomplete.</li> <li>• Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.</li> <li>• Learning activities are moderately challenging.</li> <li>• Learning resources are suitable, but there is limited variety.</li> <li>• Instructional groups are random, or they only partially support objectives.</li> <li>• Lesson structure is uneven or may be unrealistic about time expectations.</li> <li>• Only some of the instructional outcomes are addressed in the planned assessments.</li> <li>• Assessment criteria are vague.</li> <li>• Plans refer to the use of formative assessments, but they are not fully developed.</li> <li>• Assessment results are used to design lesson plans for the whole class, not individual students.</li> </ul>

**As educators develop, they may ask, "How do I..." or "Why do I..."**

- ☐ develop unit and lesson plans that build on and extend students' understanding of subject matter?
- ☐ ensure that each instructional strategy is related to learning goals?
- ☐ plan instruction to allow enough time for student learning, review, and assessment?
- ☐ use my knowledge of subject matter and my students to plan and appropriately pace instructional activities within a lesson and over time?
- ☐ check for understanding, prepare for adjustments, remediate or accelerate instruction, and individualize when appropriate?
- ☐ address the ELD standards appropriately, based on my English learners' levels of language acquisition?
- ☐ address the IEP goals and objectives of my students with special needs?
- ☐ select materials, resources, and technologies to support the learning needs of English learners and students with special needs?

Element 4.4	Applying	Integrating
<p><b>Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</b></p>	<p>The educator displays solid knowledge of the important concepts in the discipline and how these relate to one another. The educator demonstrates accurate understanding of prerequisite relationships among topics. The educator's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.</p> <p>Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.</p> <p>All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The educator has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p>	<p>The educator displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The educator demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The educator's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.</p> <p>The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice. All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as educator use of the assessment information.</p>
<p><b>Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• The educator can identify important concepts of the discipline and their relationships to one another.</li> <li>• The educator provides clear explanations of the content.</li> <li>• The educator answers students' questions accurately and provides feedback that furthers their learning.</li> <li>• Instructional strategies in unit and lesson plans are entirely suitable to the content.</li> <li>• Learning activities are matched to instructional outcomes.</li> <li>• Activities provide opportunity for higher-level thinking.</li> <li>• The educator provides a variety of appropriately challenging materials and resources.</li> <li>• Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths.</li> <li>• The plan for the lesson or unit is well structured, with reasonable time allocations.</li> <li>• All the learning outcomes have a method for assessment.</li> <li>• Assessment types match learning expectations.</li> <li>• Plans indicate modified assessments when they are necessary for some students.</li> <li>• Assessment criteria are clearly written.</li> <li>• Plans include formative assessments to use during instruction.</li> <li>• Lesson plans indicate possible adjustments based on formative assessment data.</li> </ul>	<ul style="list-style-type: none"> <li>• The educator cites intra- and interdisciplinary content relationships.</li> <li>• The educator's plans demonstrate awareness of possible student misconceptions and how they can be addressed.</li> <li>• The educator's plans reflect recent developments in content-related pedagogy.</li> <li>• Activities permit student choice.</li> <li>• Learning experiences connect to other disciplines.</li> <li>• The educator provides a variety of appropriately challenging resources that are differentiated for students in the class.</li> <li>• Lesson plans differentiate for individual students needs.</li> <li>• Assessments provide opportunities for student choice.</li> <li>• Students participate in designing assessments for their own work.</li> <li>• Educator-designed assessments are authentic, with real-world application as appropriate.</li> <li>• Students develop rubrics according to educator-specified learning objectives.</li> <li>• Students are actively involved in collecting information from formative assessments and provide input.</li> </ul>

**What evidence proves that I am addressing this standard?**

- ☐ Strategies are planned to engage students
- ☐ Differentiation of instructional strategies is incorporated into lesson planning
- ☐ Various technologies are used to accommodate learning needs
- ☐ Lesson plans reflect an appropriate pace

Element 4.5	Not Effective	Emerging
<p><b>Adapting instructional plans and curricular materials to meet the assessed learning needs of all students</b></p>	<p>Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.</p> <p>Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The educator has no plan to incorporate formative assessment in the lesson or unit.</p> <p>The educator ignores students' questions; when students have difficulty learning, the educator blames them or their home environment for their lack of success. The educator makes no attempt to adjust the lesson even when students don't understand the content.</p>	<p>Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.</p> <p>Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The educator's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.</p> <p>The educator accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.</p>
<p><b>Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• Learning activities are boring and/or not well aligned to the instructional goals.</li> <li>• Materials are not engaging or do not meet instructional outcomes.</li> <li>• Instructional groups do not support learning.</li> <li>• Lesson plans are not structured or sequenced and are unrealistic in their expectations.</li> <li>• Assessments do not match instructional outcomes.</li> <li>• Assessments lack criteria.</li> <li>• No formative assessments have been designed.</li> <li>• Assessment results do not affect future plans.</li> <li>• The educator ignores indications of student boredom or lack of understanding.</li> <li>• The educator brushes aside students' questions.</li> <li>• The educator conveys to students that when they have difficulty learning it is their fault.</li> <li>• In reflecting on practice, the educator does not indicate that it is important to reach all students.</li> <li>• The educator makes no attempt to adjust the lesson in response to student confusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning activities are moderately challenging.</li> <li>• Learning resources are suitable, but there is limited variety.</li> <li>• Instructional groups are random, or they only partially support objectives.</li> <li>• Lesson structure is uneven or may be unrealistic about time expectations.</li> <li>• Only some of the instructional outcomes are addressed in the planned assessments.</li> <li>• Assessment criteria are vague.</li> <li>• Plans refer to the use of formative assessments, but they are not fully developed.</li> <li>• Assessment results are used to design lesson plans for the whole class, not individual students.</li> <li>• The educator makes perfunctory attempts to incorporate students' questions and interests into the lesson.</li> <li>• The educator conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them.</li> <li>• In reflecting on practice, the educator indicates the desire to reach all students but does not suggest strategies for doing so.</li> <li>• The educator's attempts to adjust the lesson are partially successful.</li> </ul>

**As educators develop, they may ask, "How do I..." or "Why do I..."**

- ☐ interact with my colleagues to identify typically difficult concepts or skills for students in order to re-examine and strengthen plans for future lessons?
- ☐ proactively prepare for appropriate adjustments based on my assessment of student learning while teaching?
- ☐ strengthen existing plans for students at identified levels of English proficiency?
- ☐ strengthen existing plans for students with special needs?
- ☐ reflect on my successes and struggles and apply what I have learned about effective and ineffective strategies to existing plans for future lessons?
- ☐ reflect on my successes and struggles with the use of curriculum and apply what I have learned to existing plans for future lessons?
- ☐ capture what I have learned during a particular lesson so that I can revisit my plans in advance of teaching the lesson again?

Element 4.5	Applying	Integrating
<p><b>Adapting instructional plans and curricular materials to meet the assessed learning needs of all students</b></p>	<p>Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.</p> <p>All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The educator has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p> <p>The educator successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the educator persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the educator makes a minor adjustment to the lesson and does so smoothly.</p>	<p>The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice. All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as educator use of the assessment information.</p> <p>The educator seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the educator persists in seeking effective approaches for students who need help.</p>
<p><b>Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• Learning activities are matched to instructional outcomes.</li> <li>• Activities provide opportunity for higher-level thinking.</li> <li>• The educator provides a variety of appropriately challenging materials and resources.</li> <li>• Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths.</li> <li>• The plan for the lesson or unit is well structured, with reasonable time allocations.</li> <li>• All the learning outcomes have a method for assessment.</li> <li>• Assessment types match learning expectations.</li> <li>• Plans indicate modified assessments when they are necessary for some students.</li> <li>• Assessment criteria are clearly written.</li> <li>• Plans include formative assessments to use during instruction.</li> <li>• Lesson plans indicate possible adjustments based on formative assessment data.</li> <li>• The educator incorporates students' interests and questions into the heart of the lesson.</li> <li>• The educator conveys to students that she has other approaches to try when the students experience difficulty.</li> <li>• In reflecting on practice, the educator cites multiple approaches undertaken to reach students having difficulty.</li> <li>• When improvising becomes necessary, the educator makes adjustments to the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Activities permit student choice.</li> <li>• Learning experiences connect to other disciplines.</li> <li>• The educator provides a variety of appropriately challenging resources that are differentiated for students in the class.</li> <li>• Lesson plans differentiate for individual student needs.</li> <li>• Assessments provide opportunities for student choice.</li> <li>• Students participate in designing assessments for their own work.</li> <li>• Educator-designed assessments are authentic, with real-world application as appropriate.</li> <li>• Students develop rubrics according to educator-specified learning objectives.</li> <li>• Students are actively involved in collecting information from formative assessments and provide input.</li> <li>• The educator seizes on a teachable moment to enhance a lesson.</li> <li>• The educator conveys to students that she won't consider a lesson "finished" until every student understands that she has a broad range of approaches to use.</li> <li>• In reflecting on practice, the educator can cite others in the school and beyond whom he has contacted for assistance in teaching some students.</li> <li>• The educator's adjustments to the lesson, when they are needed, are designed to assist individual students.</li> </ul>

**Examples of evidence that demonstrate I am addressing this standard:**

- ☐ Collaboration notes reflect changes in instruction based on the success of strategies used in prior lessons
- ☐ Adapt lesson sequence based on review of success or challenges of previous lessons
- ☐ Lesson plans are organized for easy reference and modification in the future

## CSTP 5 Assessing Students for Learning

Element 5.1	Not Effective	Emerging
<b>Applying knowledge of the purposes, characteristics, and uses of different types of assessments</b>	<p>Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The educator has no plan to incorporate formative assessment in the lesson or unit.</p> <p>Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer-assessment.</p>	<p>Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The educator's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.</p> <p>Students appear to be only partially aware of the assessment criteria, and the educator monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.</p>
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Assessments do not match instructional outcomes.</li> <li>• Assessments lack criteria.</li> <li>• No formative assessments have been designed.</li> <li>• Assessment results do not affect future plans.</li> <li>• The educator gives no indication of what high-quality work looks like.</li> <li>• The educator makes no effort to determine whether students understand the lesson.</li> <li>• Students receive no feedback, or feedback is global or directed to only one student.</li> <li>• The educator does not ask students to evaluate their own or classmates' work.</li> </ul>	<ul style="list-style-type: none"> <li>• Only some of the instructional outcomes are addressed in the planned assessments.</li> <li>• Assessment criteria are vague.</li> <li>• Plans refer to the use of formative assessments, but they are not fully developed.</li> <li>• Assessment results are used to design lesson plans for the whole class, not individual students.</li> <li>• There is little evidence that the students understand how their work will be evaluated.</li> <li>• The educator monitors understanding through a single method, or without eliciting evidence of understanding from students.</li> <li>• Feedback to students is vague and not oriented toward future improvement of work.</li> <li>• The educator makes only minor attempts to engage students in self- or peer assessment.</li> </ul>

**As educators develop, they may ask, “How do I...” or “Why do I...”**

- ☐ become knowledgeable of the different types of assessments--and their uses, benefits, and limitations--that I draw on to inform my instruction?
- ☐ select assessment strategies and instruments appropriate to the learning outcomes being evaluated?
- ☐ use my knowledge of assessment concepts such as validity, reliability, and bias to choose assessments appropriate to my students?
- ☐ design grading practices that draw on multiple sources of information and reflect student learning?



Element 5.1	Applying	Integrating
<p><b>Applying knowledge of the purposes, characteristics, and uses of different types of assessments</b></p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The educator has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Students appear to be aware of the assessment criteria, and the educator monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Educator feedback to groups of students is accurate and specific; some students engage in self-assessment.</p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as educator use of the assessment information. Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both educator and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The educator successfully differentiates instruction to address individual students' misunderstandings.</p>
<p><b>Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• All the learning outcomes have a method for assessment.</li> <li>• Assessment types match learning expectations.</li> <li>• Plans indicate modified assessments when they are necessary for some students.</li> <li>• Assessment criteria are clearly written.</li> <li>• Plans include formative assessments to use during instruction.</li> <li>• Lesson plans indicate possible adjustments based on formative assessment data.</li> <li>• The educator makes the standards of high-quality work clear to students.</li> <li>• The educator elicits evidence of student understanding.</li> <li>• Students are invited to assess their own work and make improvements; most of them do so.</li> <li>• Feedback includes specific and timely guidance, at least for groups of students.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessments provide opportunities for student choice.</li> <li>• Students participate in designing assessments for their own work.</li> <li>• Educator-designed assessments are authentic, with real-world application as appropriate.</li> <li>• Students develop rubrics according to educator-specified learning objectives.</li> <li>• Students are actively involved in collecting information from formative assessments and provide input.</li> <li>• Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria.</li> <li>• The educator is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding.</li> <li>• Students monitor their own understanding, either on their own initiative or as a result of tasks set by the educator.</li> <li>• High-quality feedback comes from many sources, including students; it is specific and focused on improvement.</li> </ul>

**Examples of evidence that demonstrate I am addressing this standard:**

- ☐ Effective use of both formative and summative assessments
- ☐ Standardized assessment results are used appropriately
- ☐ Appropriate assessment information is used in student meetings (i.e. SST meetings, 504 meetings, IEPs, parent conferences)
- ☐ Grading is based on multiple measures and multiple assignments
- ☐ Assessments are based on the standards of the grade or course

Element 5.2	Not Effective	Emerging
<b>Collecting and analyzing assessment data from a variety of sources to inform instruction</b>	<p>The educator displays minimal understanding of how students learn- and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages- and does not indicate that such knowledge is valuable.</p> <p>Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.</p> <p>Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The educator has no plan to incorporate formative assessment in the lesson or unit.</p> <p>Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer-assessment.</p>	<p>The educator displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.</p> <p>Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure, but the progression of activities is uneven, with only some reasonable time allocations.</p> <p>Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The educator's approach to using formative assessment is rudimentary, including only some of the instructional outcomes. Students appear to be only partially aware of the assessment criteria, and the educator monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.</p>
	<p><b>Critical Attributes</b></p> <ul style="list-style-type: none"> <li>• The educator does not understand child development characteristics and has unrealistic expectations for students.</li> <li>• The educator does not try to ascertain varied ability levels among students in the class.</li> <li>• The educator is not aware of students' interests or cultural heritages.</li> <li>• The educator takes no responsibility to learn about students' medical or learning disabilities.</li> <li>• Learning activities are boring and/or not well aligned to the instructional goals.</li> <li>• Materials are not engaging, or do not meet instructional outcomes.</li> <li>• Instructional groups do not support learning.</li> <li>• Lesson plans are not structured or sequenced and are unrealistic in their expectations.</li> <li>• Assessments do not match instructional outcomes.</li> <li>• Assessments lack criteria.</li> <li>• No formative assessments have been designed.</li> <li>• Assessment results do not affect future plans.</li> <li>• The educator gives no indication of what high-quality work looks like.</li> <li>• The educator makes no effort to determine whether students understand the lesson.</li> <li>• Students receive no feedback, or feedback is global or directed to only one student.</li> <li>• The educator does not ask students to evaluate their own or classmates' work.</li> </ul>	<ul style="list-style-type: none"> <li>• The educator cites developmental theory but does not seek to integrate it into lesson planning.</li> <li>• The educator is aware of the different ability levels in the class but tends to teach to the "whole group."</li> <li>• The educator recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.</li> <li>• The educator is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.</li> <li>• Learning activities are moderately challenging.</li> <li>• Learning resources are suitable, but there is limited variety.</li> <li>• Instructional groups are random, or they only partially support objectives.</li> <li>• Lesson structure is uneven or may be unrealistic about time expectations.</li> <li>• Only some of the instructional outcomes are addressed in the planned assessments.</li> <li>• Assessment criteria are vague.</li> <li>• Plans refer to the use of formative assessments, but they are not fully developed.</li> <li>• Assessment results are used to design lesson plans for the whole class, not individual students.</li> <li>• There is little evidence that the students understand how their work will be evaluated.</li> <li>• The educator monitors understanding through a single method, or without eliciting evidence of understanding from students.</li> <li>• Feedback to students is vague and not oriented toward future improvement of work.</li> <li>• The educator makes only minor attempts to engage students in self- or peer assessment.</li> </ul>

**As educators develop, they may ask, "How do I..." or "Why do I..."**

- ☐ keep a continuous and comprehensive record of group and individual achievement?
- ☐ select, design, and use assessment tools appropriate to what is being assessed?
- ☐ collect, select, and reflect upon evidence of student learning?
- ☐ work with families to gather information about all students and their learning?
- ☐ use standardized tests, diagnostic tools, and developmental assessments to understand student progress?
- ☐ use a range of assessment strategies to implement and monitor individualized student learning goals (including IEP goals)?
- ☐ assess student behavior to support learning?
- ☐ interpret data based on how an assessment is scored and what results it reports?



Element 5.2	Applying	Integrating
<b>Collecting and analyzing assessment data from a variety of sources to inform instruction</b>	<p>The educator understands the active nature of student learning and attains information about levels of development for groups of students. The educator also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</p> <p>Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.</p> <p>All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The educator has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p> <p>Students appear to be aware of the assessment criteria, and the educator monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Educator feedback to groups of students is accurate and specific; some students engage in self-assessment.</p>	<p>The educator understands the active nature of student learning and acquires information about levels of development for individual students. The educator also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</p> <p>The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.</p> <p>All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as educator use of the assessment information.</p> <p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both educator and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The educator successfully differentiates instruction to address individual students' misunderstandings.</p>
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• The educator knows, for groups of students, their levels of cognitive development.</li> <li>• The educator is aware of the different cultural groups in the class.</li> <li>• The educator has a good idea of the range of interests of students in the class.</li> <li>• The educator has identified "high," "medium," and "low" groups of students within the class.</li> <li>• The educator is well informed about students' cultural heritages and incorporates this knowledge in lesson planning.</li> <li>• The educator is aware of the special needs represented by students in the class.</li> <li>• Learning activities are matched to instructional outcomes.</li> <li>• Activities provide opportunity for higher-level thinking.</li> <li>• The educator provides a variety of appropriately challenging materials and resources.</li> <li>• Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths.</li> <li>• The plan for the lesson or unit is well structured, with reasonable time allocations</li> <li>• All the learning outcomes have a method for assessment.</li> <li>• Assessment types match learning expectations.</li> <li>• Plans indicate modified assessments when they are necessary for some students.</li> <li>• Assessment criteria are clearly written.</li> <li>• Plans include formative assessments to use during instruction.</li> <li>• Lesson plans indicate possible adjustments based on formative assessment data.</li> <li>• The educator makes the standards of high-quality work clear to students.</li> <li>• The educator elicits evidence of student understanding.</li> <li>• Students are invited to assess their own work and make improvements; most of them do so.</li> <li>• Feedback includes specific and timely guidance, at least for groups of students.</li> </ul>	<ul style="list-style-type: none"> <li>• The educator uses ongoing methods to assess students' skill levels and designs instruction accordingly.</li> <li>• The educator seeks out information from all students about their cultural heritages.</li> <li>• The educator maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</li> <li>• Activities permit student choice.</li> <li>• Learning experiences connect to other disciplines.</li> <li>• The educator provides a variety of appropriately challenging resources that are differentiated for students in the class.</li> <li>• Lesson plans differentiate for individual student needs.</li> <li>• Assessments provide opportunities for student choice.</li> <li>• Students participate in designing assessments for their own work.</li> <li>• Educator-designed assessments are authentic, with real-world application as appropriate.</li> <li>• Students develop rubrics according to educator-specified learning objectives.</li> <li>• Students are actively involved in collecting information from formative assessments and provide input.</li> <li>• Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria.</li> <li>• The educator is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding.</li> <li>• Students monitor their own understanding, either on their own initiative or as a result of tasks set by the educator.</li> <li>• High-quality feedback comes from many sources, including students; it is specific and focused on improvement.</li> </ul>

#### What evidence proves that I am addressing this standard?

- ☐ Frequent use of the district data system
- ☐ Anecdotal records, observation, quizzes, student work samples are used in addition to summative assessments to guide instruction
- ☐ Assessment strategies are used which inform daily progress of students
- ☐ Parent conferences are held as scheduled and additional conferences are held as needed to give and receive information

Element 5.3	Not Effective	Emerging
<b>Reviewing data, both individually and with colleagues, to monitor student learning</b>	<p>Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer-assessment. The educator's relationships with colleagues are negative or self-serving. The educator avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The educator avoids becoming involved in school events or school and district projects.</p>	<p>Students appear to be only partially aware of the assessment criteria, and the educator monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work. The educator maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The educator participates in the school's culture of professional inquiry when invited to do so. The educator participates in school events and school and district projects when specifically asked.</p>
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• The educator gives no indication of what high-quality work looks like.</li> <li>• The educator makes no effort to determine whether students understand the lesson.</li> <li>• Students receive no feedback, or feedback is global or directed to only one student.</li> <li>• The educator does not ask students to evaluate their own or classmates' work.</li> <li>• The educator's relationships with colleagues are characterized by negativity or combativeness.</li> <li>• The educator purposefully avoids contributing to activities promoting professional inquiry.</li> <li>• The educator avoids involvement in school activities and district and community projects.</li> </ul>	<ul style="list-style-type: none"> <li>• There is little evidence that the students understand how their work will be evaluated.</li> <li>• The educator monitors understanding through a single method, or without eliciting evidence of understanding from students.</li> <li>• Feedback to students is vague and not oriented toward future improvement of work.</li> <li>• The educator makes only minor attempts to engage students in self- or peer assessment.</li> <li>• The educator has cordial relationships with colleagues.</li> <li>• When invited, the educator participates in activities related to professional inquiry.</li> <li>• When asked, the educator participates in school activities, as well as district and community projects.</li> </ul>

**As educators develop, they may ask, “How do I...” or “Why do I...”**

- ☐ review student assessment data with colleagues?
- ☐ use assessment results to monitor my teaching and guide planning and instruction?
- ☐ use assessment information to determine when and how to revisit content that has been taught?
- ☐ use assessment data to eliminate gaps between students' potential and their performance?
- ☐ use assessment results to plan instruction to support English learners?
- ☐ use assessment results to plan instruction to support students' IEPs?

Element 5.3	Applying	Integrating
<p><b>Reviewing data, both individually and with colleagues, to monitor student learning</b></p>	<p>Students appear to be aware of the assessment criteria, and the educator monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Educator feedback to groups of students is accurate and specific; some students engage in self-assessment.</p> <p>The educator's relationships with colleagues are characterized by mutual support and cooperation; the educator actively participates in a culture of professional inquiry. The educator volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both educator and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The educator successfully differentiates instruction to address individual students' misunderstandings.</p> <p>The educator's relationships with colleagues are characterized by mutual support and cooperation, with the educator taking initiative in assuming leadership among the faculty. The educator takes a leadership role in promoting a culture of professional inquiry. The educator volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.</p>
<p><b>Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• The educator makes the standards of high-quality work clear to students.</li> <li>• The educator elicits evidence of student understanding.</li> <li>• Students are invited to assess their own work and make improvements; most of them do so.</li> <li>• Feedback includes specific and timely guidance, at least for groups of students.</li> <li>• The educator has supportive and collaborative relationships with colleagues.</li> <li>• The educator regularly participates in activities related to professional inquiry.</li> <li>• The educator frequently volunteers to participate in school events and school district and community projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria.</li> <li>• The educator is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding.</li> <li>• Students monitor their own understanding, either on their own initiative or as a result of tasks set by the educator.</li> <li>• High-quality feedback comes from many sources, including students; it is specific and focused on improvement.</li> <li>• The educator takes a leadership role in promoting activities related to professional inquiry.</li> <li>• The educator regularly contributes to and leads events that positively impact school life.</li> <li>• The educator regularly contributes to and leads significant district and community projects.</li> </ul>

**Examples of evidence that demonstrate I am addressing this standard:**

- ☐ PLC (Grade or dept. collaboration) meetings are attended as scheduled and minutes reflect analysis of data
- ☐ Data is reviewed to determine next steps in progress of students in various subgroups
- ☐ Data is analyzed following each assessment to determine future instruction

Element 5.4	Not Effective	Emerging
<b>Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</b>	<p>Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The educator had no plan to incorporate formative assessment in the lesson or unit.</p> <p>Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer-assessment.</p>	<p>Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The educator's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.</p> <p>Students appear to be only partially aware of the assessment criteria, and the educator monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and a few students assess their work.</p>
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Assessments do not match instructional outcomes.</li> <li>• Assessments lack criteria.</li> <li>• No formative assessments have been designed.</li> <li>• Assessment results do not affect future plans.</li> <li>• The educator gives no indication of what high-quality work looks like.</li> <li>• The educator makes no effort to determine whether students understand the lesson.</li> <li>• Students receive no feedback, or feedback is global or directed to only one student.</li> <li>• The educator does not ask students to evaluate their own or classmates' work.</li> </ul>	<ul style="list-style-type: none"> <li>• Only some of the instructional outcomes are addressed in the planned assessments.</li> <li>• Assessment criteria are vague.</li> <li>• Plans refer to the use of formative assessments, but they are not fully developed.</li> <li>• Assessment results are used to design lesson plans for the whole class, not individual students.</li> <li>• There is little evidence that the students understand how their work will be evaluated.</li> <li>• The educator monitors understanding through a single method, or without eliciting evidence of understanding from students.</li> <li>• Feedback to students is vague and not oriented toward future improvement of work.</li> <li>• The educator makes only minor attempts to engage students in self- or peer assessment.</li> </ul>

**As educators develop, they may ask, “How do I...” or “Why do I...”**

- ☐ draw upon assessment data to support development of learning goals?
- ☐ review and revise learning goals with students over time?
- ☐ ensure that student learning goals reflect key subject matter concepts, skills, and applications?
- ☐ use informal assessments to adjust instruction while teaching?
- ☐ use multiple sources of assessment to measure student progress and revise instructional plans?
- ☐ work to differentiate goals and plans based on assessed needs of my diverse learners?
- ☐ address the specific needs of English learners and students with special needs as I use assessments to inform my instruction?

Element 5.4	Applying	Integrating
<b>Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</b>	<p>All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The educator has a well- developed strategy for using formative assessment and has designed particular approaches to be used.</p> <p>Students appear to be aware of the assessment criteria, and the educator monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Educator feedback to groups of students is accurate and specific; some students engage in self-assessment.</p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as educator use of the assessment information.</p> <p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both educator and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The educator successfully differentiates instruction to address individual students' misunderstandings.</p>
	<p><b>Critical Attributes</b></p> <ul style="list-style-type: none"> <li>• All the learning outcomes have a method for assessment.</li> <li>• Assessment types match learning expectations.</li> <li>• Plans indicate modified assessments when they are necessary for some students.</li> <li>• Assessment criteria are clearly written.</li> <li>• Plans include formative assessments to use during instruction.</li> <li>• Lesson plans indicate possible adjustments based on formative assessment data.</li> <li>• The educator makes the standards of high-quality work clear to students.</li> <li>• The educator elicits evidence of student understanding.</li> <li>• Students are invited to assess their own work and make improvements; most of them do so.</li> <li>• Feedback includes specific and timely guidance, at least for groups of students.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessments provide opportunities for student choice.</li> <li>• Students participate in designing assessments for their own work.</li> <li>• Educator-designed assessments are authentic, with real-world application as appropriate.</li> <li>• Students develop rubrics according to educator-specified learning objectives.</li> <li>• Students are actively involved in collecting information from formative assessments and provide input.</li> <li>• Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria.</li> <li>• The educator is constantly “taking the pulse” of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding.</li> <li>• Students monitor their own understanding, either on their own initiative or as a result of tasks set by the educator.</li> <li>• High-quality feedback comes from many sources, including students; it is specific and focused on improvement.</li> </ul>

**Examples of evidence that demonstrate I am addressing this standard:**

- ☐ Learning goals are revisited with students periodically throughout the year
- ☐ Assessments results are reviewed for each subgroup of students
- ☐ A variety of assessments are used to make instructional decisions
- ☐ Assessments are based on the concepts, skills, or applications taught

Element 5.5	Not Effective	Emerging
<b>Involving all students in self-assessment, goal setting, and monitoring progress</b>	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The educator has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The educator's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Assessments do not match instructional outcomes.</li> <li>• Assessments lack criteria</li> <li>• No formative assessments have been designed</li> <li>• Assessment results do not affect future plans</li> </ul>	<ul style="list-style-type: none"> <li>• Only some of the instructional outcomes are addressed in the planned assessments.</li> <li>• Assessment criteria are vague.</li> <li>• Plans refer to the use of formative assessments, but they are not fully developed.</li> <li>• Assessment results are used to design lesson plans for the whole class, not individual students.</li> </ul>

**As educators develop, they may ask, “How do I...” or “Why do I...”**

- ☐ make assessment integral to the learning process?
- ☐ make assessment an interactive process between educator and student?
- ☐ model self-assessment strategies for all students?
- ☐ develop and use tools and guidelines that help all students assess their work and monitor their learning goals?
- ☐ provide opportunities for all students to engage in peer discussion and reflection of their work?
- ☐ provide opportunities for all students to demonstrate and reflect on their learning inside and outside of the classroom?

Element 5.5	Applying	Integrating
<b>Involving all students in self-assessment, goal setting, and monitoring progress</b>	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The educator has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as educator use of the assessment information.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• All the learning outcomes have a method for assessment.</li> <li>• Assessment types match learning expectations.</li> <li>• Plans indicate modified assessments when they are necessary for some students.</li> <li>• Assessment criteria are clearly written.</li> <li>• Plans indicate formative assessments to use during instruction.</li> <li>• Lesson plans indicate possible adjustments based on the formative assessment data.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessments provide opportunities for student choice.</li> <li>• Students participate in designing assessments for their own work.</li> <li>• Educator-designed assessments are authentic with real- world application as appropriate.</li> <li>• Students develop rubrics according to educator-specified learning objectives.</li> <li>• Students are actively involved in collecting information from formative assessments and provide input.</li> </ul>

**Examples of evidence that demonstrate I am addressing this standard:**

- ☐ Students use rubrics
- ☐ Students establish their own learning goals
- ☐ Students reflect on their learning individually or in groups
- ☐ Students can revise work products based on feedback from peers

Element 5.6	Not Effective	Emerging
<b>Using available technologies to assist in assessment, analysis, and communication of student learning</b>	The educator's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. the educator's records for non instructional activities are in disarray, the result being errors and confusion.	The educator's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The educator's records for non instructional activities are adequate but inefficient and, unless given frequent oversight by the educator, prone to errors.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• There is no system for either instructional or non-instructional records.</li> <li>• Record keeping systems are in disarray and provide incorrect or confusing information.</li> </ul>	<ul style="list-style-type: none"> <li>• The educator has a process for recording student work completion. However, it may be out of date or may not permit students to access the information.</li> <li>• The educator's process for tracking student progress is cumbersome to use.</li> <li>• The educator has a process for tracking some, but not all, non-instructional information, and it may contain some errors.</li> </ul>

**As educators develop, they may ask, “How do I...” or “Why do I...”**

- ☐ become familiar with and select technology resources that support assessment practices?
- ☐ use technology to analyze student learning and inform instruction?
- ☐ use appropriate technology resources to communicate students' learning to students and their families?



Element 5.6	Applying	Integrating
<b>Using available technologies to assist in assessment, analysis, and communication of student learning</b>	The educator's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.	The educator's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• The educator's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments.</li> <li>• The educator has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.</li> <li>• The educator's process for recording non-instructional information is both efficient and effective.</li> </ul>	<ul style="list-style-type: none"> <li>• Students contribute to and maintain records indicating completed and outstanding work assignments.</li> <li>• Students contribute to and maintain data files indicating their own progress in learning.</li> <li>• Students contribute to maintaining non-instructional records for the class.</li> </ul>

**What evidence proves that I am addressing this standard?**

- ☐ Use of the district adopted data collection technology
- ☐ Use of electronic media to develop rubrics to assess student learning.
- ☐ Use of electronic media to develop rubrics to enhance student understanding of learning objectives.
- ☐ Use of electronic grade book

Element 5.7	Not Effective	Emerging
<p><b>Using assessment information to share timely and comprehensible feedback with students and their families</b></p>	<p>Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer-assessment.</p> <p>The educator provides little information about the instructional program to families. The educator's communication about students' progress is minimal. The educator does not respond, or responds insensitively, to parental concerns.</p>	<p>Students appear to be only partially aware of the assessment criteria, and the educator monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.</p> <p>The educator makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students, but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.</p>
<p><b>Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>● The educator gives no indication of what high-quality work looks like.</li> <li>● The educator makes no effort to determine whether students understand the lesson.</li> <li>● Students receive no feedback, or feedback is global or directed to only one student.</li> <li>● The educator does not ask students to evaluate their own or classmates' work.</li> <li>● Little or no information regarding the instructional program is available to parents.</li> <li>● Families are unaware of their children's progress.</li> <li>● Family engagement activities are lacking.</li> <li>● There is some culturally inappropriate communication.</li> </ul>	<ul style="list-style-type: none"> <li>● There is little evidence that the students understand how their work will be evaluated.</li> <li>● The educator monitors understanding through a single method, or without eliciting evidence of understanding from students.</li> <li>● Feedback to students is vague and not oriented toward future improvement of work.</li> <li>● The educator makes only minor attempts to engage students in self- or peer assessment.</li> <li>● School- or district-created materials about the instructional program are sent home.</li> <li>● The educator sends home infrequent or incomplete information about the instructional program.</li> <li>● The educator maintains a school-required gradebook but does little else to inform families about student progress.</li> <li>● Some of the educator's communications are inappropriate to families' cultural norms.</li> </ul>

**As educators develop, they may ask, “How do I...” or “Why do I...”**

- ☐ provide all students with information about their progress as they engage in learning activities?
- ☐ initiate regular and timely contact with families and resource providers about student progress?
- ☐ communicate assessment results to families in ways that are respectful and understandable?
- ☐ provide families with ways to use assessment information at home to improve student learning?

Element 5.7	Applying	Integrating
<p><b>Using assessment information to share timely and comprehensible feedback with students and their families</b></p>	<p>Students appear to be aware of the assessment criteria, and the educator monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Educator feedback to groups of students is accurate and specific; some students engage in self-assessment.</p> <p>The educator provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The educator makes some attempts to engage families in the instructional program.</p>	<p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both educator and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The educator successfully differentiates instruction to address individual students' misunderstandings.</p> <p>The educator communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The educator responds to family concerns with professional and cultural sensitivity. The educator's efforts to engage families in the instructional program are frequent and successful.</p>
<p><b>Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• The educator makes the standards of high-quality work clear to students.</li> <li>• The educator elicits evidence of student understanding.</li> <li>• Students are invited to assess their own work and make improvements; most of them do so.</li> <li>• Feedback includes specific and timely guidance, at least for groups of students.</li> <li>• The educator regularly makes information about the instructional program available.</li> <li>• The educator regularly sends home information about student progress.</li> <li>• The educator develops activities designed to engage families successfully and appropriately in their children's learning.</li> <li>• Most of the educator's communications are appropriate to families' cultural norms.</li> </ul>	<ul style="list-style-type: none"> <li>• Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria.</li> <li>• The educator is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding.</li> <li>• Students monitor their own understanding, either on their own initiative or as a result of tasks set by the educator.</li> <li>• High-quality feedback comes from many sources, including students; it is specific and focused on improvement.</li> <li>• Students regularly develop materials to inform their families about the instructional program.</li> <li>• Students maintain accurate records about their individual learning progress, and frequently share this information with families.</li> <li>• Students contribute to regular and ongoing projects designed to engage families in the learning process.</li> <li>• All of the educator's communications are highly sensitive to families' cultural norms.</li> </ul>

**Examples of evidence that demonstrate I am addressing this standard:**

- ☐ Has current data available for parent conferences, student progress meetings, 504 Plan meetings, IEP meetings, etc.
- ☐ Communicates with parents and colleagues in a timely manner regarding student progress
- ☐ Give corrective and constructive feedback to students in a timely manner
- ☐ Information is relayed to parents in a way that is comprehensible to each family (i.e. no professional jargon, language translated if necessary, examples used, etc.)

## CSTP 6 Developing as a Professional Educator

Element 6.1	Not Effective	Emerging
<b>Reflecting on teaching practice in support of student learning</b>	<p>The educator does not know whether a lesson was effective or achieved its instructional outcomes, or the educator profoundly misjudges the success of a lesson. The educator has no suggestions for how a lesson could be improved.</p> <p>The educator's relationships with colleagues are negative or self-serving. The educator avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The educator avoids becoming involved in school events or school and district projects.</p>	<p>The educator has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The educator makes general suggestions about how a lesson could be improved.</p> <p>The educator maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The educator participates in the school's culture of professional inquiry when invited to do so. The educator participates in school events and school and district projects when specifically asked.</p>
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• The educator considers the lesson but draws incorrect conclusions about its effectiveness.</li> <li>• The educator makes no suggestions for improvement.</li> <li>• The educator's relationships with colleagues are characterized by negativity or combativeness.</li> <li>• The educator purposefully avoids contributing to activities promoting professional inquiry.</li> <li>• The educator avoids involvement in school activities and district and community projects.</li> </ul>	<ul style="list-style-type: none"> <li>• The educator has a general sense of whether or not instructional practices were effective.</li> <li>• The educator offers general modifications for future instruction.</li> <li>• The educator has cordial relationships with colleagues.</li> <li>• When invited, the educator participates in activities related to professional inquiry.</li> <li>• When asked, the educator participates in school activities, as well as district and community projects.</li> </ul>

**As educators develop, they may ask, "How do I..." or "Why do I..."**

- ☐ assess my growth as a educator over time?
- ☐ learn about teaching as I observe and interact with my students?
- ☐ reflect on my instructional successes and dilemmas to move my practice forward?
- ☐ analyze my teaching to understand what contributes to student learning?
- ☐ formulate professional development plans that are based on my reflection and analysis?
- ☐ develop awareness of potential bias that might influence my teaching or affect student learning?

Element 6.1	Applying	Integrating
<b>Reflecting on teaching practice in support of student learning</b>	<p>The educator makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The educator makes a few specific suggestions of what could be tried another time the lesson is taught.</p> <p>The educator's relationships with colleagues are characterized by mutual support and cooperation; the educator actively participates in a culture of professional inquiry. The educator volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>The educator makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the educator offers specific alternative actions, complete with the probable success of different courses of action.</p> <p>The educator's relationships with colleagues are characterized by mutual support and cooperation, with the educator taking initiative in assuming leadership among the faculty. The educator takes a leadership role in promoting a culture of professional inquiry. The educator volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.</p>
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• The educator accurately assesses the effectiveness of instructional activities used.</li> <li>• The educator identifies specific ways in which a lesson might be improved.</li> <li>• The educator has supportive and collaborative relationships with colleagues.</li> <li>• The educator regularly participates in activities related to professional inquiry.</li> <li>• The educator frequently volunteers to participate in school events and school district and community projects.</li> </ul>	<ul style="list-style-type: none"> <li>• The educator's assessment of the lesson is thoughtful and includes specific indicators of effectiveness.</li> <li>• The educator's suggestions for improvement draw on an extensive repertoire.</li> <li>• The educator takes a leadership role in promoting activities related to professional inquiry.</li> <li>• The educator regularly contributes to and leads events that positively impact school life.</li> <li>• The educator regularly contributes to and leads significant district and community projects.</li> </ul>

**Examples of evidence that demonstrate I am addressing this standard:**

- ☐ Professional development plans are completed, updated, and communicated to supervisors
- ☐ Professional development plans are based on demonstrated need.
- ☐ Professional development plans include a variety of activities
- ☐ Professional development plans target increased student achievement
- ☐ Advice and suggestions are sought from resources such as coaches, grade level leaders, administrators and colleagues.

Element 6.2	Not Effective	Emerging
<b>Establishing professional goals and engaging in continuous and purposeful professional growth and development</b>	<p>The educator's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. the educator's records for non instructional activities are in disarray, the result being errors and confusion.</p> <p>The educator's relationships with colleagues are negative or self-serving. The educator avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The educator avoids becoming involved in school events or school and district projects.</p>	<p>The educator's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The educator's records for non instructional activities are adequate but inefficient and, unless given frequent oversight by the educator, prone to errors.</p> <p>The educator maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The educator participates in the school's culture of professional inquiry when invited to do so. The educator participates in school events and school and district projects when specifically asked.</p>
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• There is no system for either instructional or non-instructional records.</li> <li>• Record keeping systems are in disarray and provide incorrect or confusing information.</li> <li>• The educator's relationships with colleagues are characterized by negativity or combativeness.</li> <li>• The educator purposefully avoids contributing to activities promoting professional inquiry.</li> <li>• The educator avoids involvement in school activities and district and community projects.</li> </ul>	<ul style="list-style-type: none"> <li>• The educator has a process for recording student work completion. However, it may be out of date or may not permit students to access the information.</li> <li>• The educator's process for tracking student progress is cumbersome to use.</li> <li>• The educator has a process for tracking some, but not all, non-instructional information, and it may contain some errors.</li> <li>• The educator has cordial relationships with colleagues.</li> <li>• When invited, the educator participates in activities related to professional inquiry.</li> <li>• When asked, the educator participates in school activities, as well as district and community projects.</li> </ul>

**As educators develop, they may ask, "How do I..." or "Why do I..."**

- ☐ maintain an attitude of lifelong learning?
- ☐ establish goals and seek out opportunities for professional growth and development?
- ☐ ensure that professional goals are informed by appropriate resources such as the knowledge base for teaching, school and district priorities, colleagues, supervisors, mentors, and my personal reflections?
- ☐ use professional literature, district professional development, and other professional opportunities to increase my understanding of teaching and learning?
- ☐ learn more about my own professional roles and responsibilities?
- ☐ continue to seek out and refine approaches that make the curriculum accessible to all students?
- ☐ expand my knowledge and effective application of new instructional methods and technologies?

Element 6.2	Applying	Integrating
<b>Establishing professional goals and engaging in continuous and purposeful professional growth and development</b>	<p>The educator's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</p> <p>The educator's relationships with colleagues are characterized by mutual support and cooperation; the educator actively participates in a culture of professional inquiry. The educator volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>The educator's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.</p> <p>The educator's relationships with colleagues are characterized by mutual support and cooperation, with the educator taking initiative in assuming leadership among the faculty. The educator takes a leadership role in promoting a culture of professional inquiry. The educator volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.</p>
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• The educator's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments.</li> <li>• The educator has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.</li> <li>• The educator's process for recording non-instructional information is both efficient and effective.</li> <li>• The educator has supportive and collaborative relationships with colleagues.</li> <li>• The educator regularly participates in activities related to professional inquiry.</li> <li>• The educator frequently volunteers to participate in school events and school district and community projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Students contribute to and maintain records indicating completed and outstanding work assignments.</li> <li>• Students contribute to and maintain data files indicating their own progress in learning.</li> <li>• Students contribute to maintaining non-instructional records for the class.</li> <li>• The educator takes a leadership role in promoting activities related to professional inquiry.</li> <li>• The educator regularly contributes to and leads events that positively impact school life.</li> <li>• The educator regularly contributes to and leads significant district and community projects.</li> </ul>

**Examples of Evidence that demonstrate I am addressing this standard:**

- ☐ Specific and achievable goals for professional growth are set continuously
- ☐ Seeks out professional growth opportunities such as workshops, seminars, etc. that relate to stated goals
- ☐ Participates actively in district and school sponsored professional growth activities
- ☐ Participates in professional growth that targets increased achievement for all subgroups



Element 6.3	Not Effective	Emerging
<b>Collaborating with colleagues and the broader professional community to support educator and student learning</b>	<p>The educator's relationships with colleagues are negative or self-serving. The educator avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The educator avoids becoming involved in school events or school and district projects.</p> <p>The educator engages in no professional development activities to enhance knowledge or skill. The educator resists feedback on teaching performance from either supervisors or more experienced colleagues. The educator makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>The educator maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The educator participates in the school's culture of professional inquiry when invited to do so. The educator participates in school events and school and district projects when specifically asked. The educator participates to a limited extent in professional activities when they are convenient. The educator engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The educator finds limited ways to assist other educators and contribute to the profession.</p>
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• The educator's relationships with colleagues are characterized by negativity or combativeness.</li> <li>• The educator purposefully avoids contributing to activities promoting professional inquiry.</li> <li>• The educator avoids involvement in school activities and district and community projects.</li> <li>• The educator is not involved in any activity that might enhance knowledge or skill.</li> <li>• The educator purposefully resists discussing performance with supervisors or colleagues.</li> <li>• The educator ignores invitations to join professional organizations or attend conferences.</li> </ul>	<ul style="list-style-type: none"> <li>• The educator has cordial relationships with colleagues.</li> <li>• When invited, the educator participates in activities related to professional inquiry.</li> <li>• When asked, the educator participates in school activities, as well as district and community projects.</li> <li>• The educator participates in professional activities when they are required or provided by the district.</li> <li>• The educator reluctantly accepts feedback from supervisors and colleagues.</li> <li>• The educator contributes in a limited fashion to professional organizations.</li> </ul>

**As educators develop, they may ask, "How do I..." or "Why do I..."**

- ☐ collaborate with educators, administrators, education specialists, para-educators, and staff to ensure that all students' diverse learning needs, interests, and strengths are met?
- ☐ remain receptive to the feedback of colleagues, mentors, and supervisors in support of my teaching practice and student learning?
- ☐ support school and district goals and priorities?
- ☐ contribute to school-wide events, activities, and decision-making?
- ☐ establish and maintain productive relationships with other school staff to become a visible and valued member of the school and district communities?
- ☐ contribute to the learning of other educators?
- ☐ benefit from and contribute to professional organizations to improve my teaching?
- ☐ benefit from and add to the knowledge base of the profession?



Element 6.3	Applying	Integrating
<b>Collaborating with colleagues and the broader professional community to support educator and student learning</b>	<p>The educator's relationships with colleagues are characterized by mutual support and cooperation; the educator actively participates in a culture of professional inquiry. The educator volunteers to participate in school events and in school and district projects, making a substantial contribution. The educator seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The educator actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The educator participates actively in assisting other educators and looks for ways to contribute to the profession.</p>	<p>The educator's relationships with colleagues are characterized by mutual support and cooperation, with the educator taking initiative in assuming leadership among the faculty. The educator takes a leadership role in promoting a culture of professional inquiry. The educator volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.</p> <p>The educator seeks out opportunities for professional development and makes a systematic effort to conduct action research. The educator solicits feedback on practice from both supervisors and colleagues. The educator initiates important activities to contribute to the profession.</p>
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• The educator has supportive and collaborative relationships with colleagues.</li> <li>• The educator regularly participates in activities related to professional inquiry.</li> <li>• The educator frequently volunteers to participate in school events and school district and community projects.</li> <li>• The educator seeks regular opportunities for continued professional development.</li> <li>• The educator welcomes colleagues and supervisors into the classroom for the purpose of gaining insight from their feedback.</li> <li>• The educator actively participates in organizations designed to contribute to the profession.</li> </ul>	<ul style="list-style-type: none"> <li>• The educator takes a leadership role in promoting activities related to professional inquiry.</li> <li>• The educator regularly contributes to and leads events that positively impact school life.</li> <li>• The educator regularly contributes to and leads significant district and community projects.</li> <li>• The educator seeks regular opportunities for continued professional development, including initiating action research.</li> <li>• The educator actively seeks feedback from supervisors and colleagues.</li> <li>• The educator takes an active leadership role in professional organizations in order to contribute to the profession.</li> </ul>

**Examples of evidence that demonstrate I am addressing this standard:**

- ☐ Participates productively in grade level and/or department meetings to analyze data and plan instructional strategies
- ☐ Supports all members of the grade level and/or department team as well as the broader school community
- ☐ Responds positively and constructively to feedback from colleagues, mentors, supervisors, etc.
- ☐ Plans and implements goals, instructional strategies, etc. that support the school and district goals

Element 6.4	Not Effective	Emerging
<b>Working with families to support student learning</b>	The educator provides little information about the instructional program to families. The educator's communication about students' progress is minimal. The educator does not respond, or responds insensitively, to parental concerns.	The educator makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students, but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>● Little or no information regarding the instructional program is available to parents.</li> <li>● Families are unaware of their children's progress.</li> <li>● Family engagement activities are lacking.</li> <li>● There is some culturally inappropriate communication.</li> </ul>	<ul style="list-style-type: none"> <li>● School- or district-created materials about the instructional program are sent home.</li> <li>● The educator sends home infrequent or incomplete information about the instructional program.</li> <li>● The educator maintains a school-required gradebook but does little else to inform families about student progress.</li> <li>● Some of the educator's communications are inappropriate to families' cultural norms.</li> </ul>

*As educators develop, they may ask, "How do I..." or "Why do I..."*

- ☐ value and respect students' families and appreciate their role in student learning?
- ☐ develop an understanding of families' racial, cultural, linguistic, and socioeconomic backgrounds?
- ☐ engage families as sources of knowledge about students' strengths, interests, and needs in support of their learning and personal growth and development?
- ☐ present the educational program to all families in a thorough and comprehensible fashion?
- ☐ provide opportunities for all families to participate in the classroom and school community?

Element 6.4	Applying	Integrating
<b>Working with families to support student learning</b>	The educator provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The educator makes some attempts to engage families in the instructional program.	The educator communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The educator responds to family concerns with professional and cultural sensitivity. The educator's efforts to engage families in the instructional program are frequent and successful.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• The educator regularly makes information about the instructional program available.</li> <li>• The educator regularly sends home information about student progress.</li> <li>• The educator develops activities designed to engage families successfully and appropriately in their children's learning.</li> <li>• Most of the educator's communications are appropriate to families' cultural norms.</li> </ul>	<ul style="list-style-type: none"> <li>• Students regularly develop materials to inform their families about the instructional program.</li> <li>• Students maintain accurate records about their individual learning progress, and frequently share this information with families.</li> <li>• Students contribute to regular and ongoing projects designed to engage families in the learning process.</li> <li>• All of the educator's communications are highly sensitive to families' cultural norms.</li> </ul>

**Examples of evidence that demonstrate I am addressing this standard:**

- ☐ Learns about the cultures and backgrounds of students in the school
- ☐ Instructional plans and activities demonstrate an awareness of the various cultural, linguistic and socio-economic backgrounds
- ☐ Communication with families is designed to be comprehensible to non-educators
- ☐ Thorough and accurate information is communicated to families
- ☐ Contact with families is appropriate and is designed to elicit information that will help the student to be more successful

<b>Element 6.5</b>	<b>Not Effective</b>	<b>Emerging</b>
<b>Engaging local communities in support of the instructional program</b>	The educator is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the educator aware of resources for expanding one's own professional skill.	The educator displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• The educator uses only district-provided materials, even when more variety would assist some students.</li> <li>• The educator does not seek out resources available to expand her own skill.</li> <li>• Although the educator is aware of some student needs, he does not inquire about possible resources.</li> </ul>	<ul style="list-style-type: none"> <li>• The educator uses materials in the school library but does not search beyond the school for resources.</li> <li>• The educator participates in content-area workshops offered by the school but does not pursue other professional development.</li> <li>• The educator locates materials and resources for students that are available through the school but does not pursue any other avenues.</li> </ul>

**As educators develop, they may ask, “How do I...” or “Why do I...”**

- ☐ increase my understanding of the cultures and dynamics of my students' communities?
- ☐ value and respect the students' communities and appreciate the role of community in student learning?
- ☐ promote collaboration between school and community?
- ☐ identify and draw upon school, district, and local community social service resources to benefit students and their families?
- ☐ seek out and use additional resources from the local community and businesses to support student learning?
- ☐ provide my students with community-based experiences that support their learning?

Element 6.5	Applying	Integrating
<b>Engaging local communities in support of the instructional program</b>	The educator displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The educator's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Texts are at varied levels.</li> <li>• Texts are supplemented by guest speakers and field experiences.</li> <li>• The educator facilitates the use of Internet resources.</li> <li>• Resources are multidisciplinary.</li> <li>• The educator expands her knowledge through professional learning groups and organizations.</li> <li>• The educator pursues options offered by universities.</li> <li>• The educator provides lists of resources outside the classroom for students to draw on.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Texts are matched to student skill level.</li> <li>• The educator has ongoing relationships with colleges and universities that support student learning.</li> <li>• The educator maintains a log of resources for student reference.</li> <li>• The educator pursues apprenticeships to increase discipline knowledge.</li> <li>• The educator facilitates student contact with resources outside the classroom.</li> </ul>

**Examples of evidence that demonstrate I am addressing this standard:**

- ☐ Instructional plans and activities demonstrate an awareness of the various backgrounds of the community
- ☐ Uses resources available in the community to support the classroom instructional activities
- ☐ Uses services offered by the community and families
- ☐ Is aware of and recommends students and families to various services offered in the community to meet the demonstrated needs of the student

<b>Element 6.6</b>	<b>Not Effective</b>	<b>Emerging</b>
<b>Managing professional responsibilities to maintain motivation and commitment to all students</b>	The educator displays dishonesty in interactions with colleagues, students, and the public. The educator is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The educator makes decisions and recommendations that are based on self-serving interests. The educator does not comply with school and district regulations.	The educator is honest in interactions with colleagues, students, and the public. The educator's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The educator's decisions and recommendations are based on limited though genuinely professional considerations. The educator must be reminded by supervisors about complying with school and district regulations.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• The educator is dishonest.</li> <li>• The educator does not notice the needs of students.</li> <li>• The educator engages in practices that are self-serving.</li> <li>• The educator willfully rejects district regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• The educator is honest.</li> <li>• The educator notices the needs of students but is inconsistent in addressing them.</li> <li>• The educator does not notice that some school practices result in poor conditions for students.</li> <li>• The educator makes decisions professionally but on a limited basis.</li> <li>• The educator complies with district regulations.</li> </ul>

**As educators develop, they may ask, “How do I...” or “Why do I...”**

- ☐ challenge myself intellectually and creatively throughout my career?
- ☐ find support and develop strategies to balance professional responsibilities with my personal needs?
- ☐ manage stress and maintain a positive attitude with students and colleagues?
- ☐ address the complications and challenges of teaching?
- ☐ identify sources of engagement and renewal in my professional work?

Element 6.6	Applying	Integrating
<b>Managing professional responsibilities to maintain motivation and commitment to all students</b>	<p>The educator displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The educator is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The educator maintains an open mind in team or departmental decision making. The educator complies fully with school and district regulations.</p>	<p>The educator can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The educator is highly proactive in serving students, seeking out resources when needed. The educator makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The educator takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The educator complies fully with school and district regulations, taking a leadership role with colleagues.</p>
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• The educator is honest and known for having high standards of integrity.</li> <li>• The educator actively addresses student needs.</li> <li>• The educator actively works to provide opportunities for student success.</li> <li>• The educator willingly participates in team and departmental decision making.</li> <li>• The educator complies completely with district regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• The educator is considered a leader in terms of honesty, integrity, and confidentiality.</li> <li>• The educator is highly proactive in serving students.</li> <li>• The educator makes a concerted effort to ensure opportunities are available for all students to be successful.</li> <li>• The educator takes a leadership role in team and departmental decision making.</li> <li>• The educator takes a leadership role regarding district regulations.</li> </ul>

**Examples of evidence that demonstrate I am addressing this standard:**

- ☐ Seeks diversity and challenge in their career
- ☐ Demonstrates ability to manage stress appropriately
- ☐ Consistently maintains a positive attitude
- ☐ Maintains an effective professional life by balancing professional and personal needs
- ☐ Demonstrates ability to maintain professional motivation and dedication to students

Element 6.7	Not Effective	Emerging
<b>Demonstrating professional responsibility, integrity, and ethical conduct</b>	The educator displays dishonesty in interactions with colleagues, students, and the public. The educator is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The educator makes decisions and recommendations that are based on self-serving interests. The educator does not comply with school and district regulations.	The educator is honest in interactions with colleagues, students, and the public. The educator's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The educator's decisions and recommendations are based on limited though genuinely professional considerations. The educator must be reminded by supervisors about complying with school and district regulations.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• The educator is dishonest.</li> <li>• The educator does not notice the needs of students.</li> <li>• The educator engages in practices that are self-serving.</li> <li>• The educator willfully rejects district regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• The educator is honest.</li> <li>• The educator notices the needs of students but is inconsistent in addressing them.</li> <li>• The educator does not notice that some school practices result in poor conditions for students.</li> <li>• The educator makes decisions professionally but on a limited basis.</li> <li>• The educator complies with district regulations.</li> </ul>

**As educators develop, they may ask, "How do I..." or "Why do I..."**

- ☐ remain informed of, understand, and uphold the professional codes, ethical responsibilities, and legal requirements applicable to the profession?
- ☐ contribute to school and student success by being knowledgeable of learning goals, standards, and objectives established by relevant national, state, and local organizations and stakeholders?
- ☐ meet my professional obligations to implement school, district, state, and federal policies and guidelines?
- ☐ extend my knowledge about my professional and legal responsibilities for students' learning, behavior, and safety?
- ☐ maintain professional conduct and integrity in the classroom and school community?
- ☐ interact appropriately with students and families outside the classroom?
- ☐ demonstrate my professional obligations to students, colleagues, school, and the profession?



Element 6.7	Applying	Integrating
<b>Demonstrating professional responsibility, integrity, and ethical conduct</b>	The educator displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The educator is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The educator maintains an open mind in team or departmental decision making. The educator complies fully with school and district regulations.	The educator can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The educator is highly proactive in serving students, seeking out resources when needed. The educator makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The educator takes a leadership role in team or department decision making and helps ensure that such decisions are based on the highest professional standards. The educator complies fully with school and district regulations, taking a leadership role with colleagues.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• The educator is honest and known for having high standards of integrity.</li> <li>• The educator actively addresses student needs.</li> <li>• The educator actively works to provide opportunities for student success.</li> <li>• The educator willingly participates in team and departmental decision making.</li> <li>• The educator complies completely with district regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• The educator is considered a leader in terms of honesty, integrity, and confidentiality.</li> <li>• The educator is highly proactive in serving students.</li> <li>• The educator makes a concerted effort to ensure opportunities are available for all students to be successful.</li> <li>• The educator takes a leadership role in team and departmental decision making.</li> <li>• The educator takes a leadership role regarding district regulations.</li> </ul>

**Examples of Evidence that demonstrate I am addressing this standard:**

- ☐ Consistently interacts professionally and ethically with students, families, colleagues and supervisors even under challenging circumstances
- ☐ Is up to date in their knowledge of the codes, responsibilities and legal requirements of the profession
- ☐ Completes and submits required documents thoroughly and on time
- ☐ Fulfills professional responsibilities and duties thoroughly and on time
- ☐ Remains up to date in knowledge of federal, state, district, and school learning goal

***Newark Unified School District  
Newark Teachers Association***

**Educator Effectiveness Evaluation  
Rubric Handbook  
for  
Counselors, Librarian/Media Specialists,  
Nurses, Psychologists, and  
Speech & Language Pathologists**



# **Domains for the Teaching Profession modified from The Danielson Group**

## **Rubric Handbook for Counselors Librarian/Media Specialists Nurses Psychologists Speech & Language Specialists**



### **E3 and Element Requirements** **In the Learning Environment**

- Returning to Five (5) Elements (CSTP/Domain)
- Three mandatory elements based on your classification
  - See Mandatory Evaluation Standards/Domain Sheet
- Final two elements chosen based on your classification
  - One chosen by the Educator
  - One chosen by the Evaluator
- Timeline updated annually
- Fillable PDF forms updated to reflect all certificated classifications
- Both handbooks updated to reflect these changes

# **Self-Reflection and Professional Growth Planning**

We believe in life-long learning not only for our students, but also for all employees. An employee's continuous learning is based on personally identified professional needs in collaboration with a qualified Peer Coach and Evaluator, while considering district wide and community identified needs. Newark Unified School District incorporates self-reflection in the professional growth process and professional development goals are based on that reflection as well as district needs. NUSD aims to maintain a high level of professional development that will lead to on-going professional growth. During the Individual Planning Conference, the Evaluator and Peer Coach will meet with the Educator being evaluated to develop an Individual Professional Growth Plan.

The rubrics that follow are based the Domains set forth by The Danielson Group in conjunction with the CSTPs. These will serve as a tool for self-reflection and will provide clear direction for professional expectations.

## **Domain Placemats and Rubrics**

The following domain placemats and rubrics describe the elements under 4 areas of professional standards. The four domains are Planning and Preparation, The Environment, Delivery of Services, and Professional Responsibilities.

Domains and Rubrics for Counselors

Domains and Rubrics for Librarian and Media Specialists

Domains and Rubrics for Nurses

Domains and Rubrics for Psychologists

Domains and Rubrics for Speech and Language Pathologists

## **Mandatory Evaluation Standards/Domains by Classification**

### **All Classroom Teachers (including all PE instructors and Elementary SRTs)**

- 2.3~Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
- 3.1~Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- 6.3~Collaborating with colleagues and the broader professional community to support teacher and student learning

### **TOSAs**

- 3.1~Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- 4.4~Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
- 6.3~Collaborating with colleagues and the broader professional community to support teacher and student learning

### **Counselors**

- 1e~ Designing a coherent counseling program
- 3d~ Assessing student academic, social, and emotional needs
- 4c~ Communicating with families, staff, and community

### **Librarian/Media Specialist**

- 1b~ Demonstrating knowledge of the school's program and student information needs within that program
- 2a~ Creating an environment of respect and rapport
- 3d~ Assisting students and teachers in the use of technology in the library/media center

### **Nurse**

- 1e~ Planning the nursing program for both individuals and groups of students, integrated with the regular school program; Designs individual plans (HCP, IEP, 504) and assesses effectiveness of interventions
- 2c~ Following health protocols and procedures
- 3a~ Assessing student needs and responds appropriately

### **Psychologists**

- 1e~ Psychologist develops a cohesive therapy plan based on goals as well as school-based programs (i.e. PBIS, SEL Curriculum)
- 3a~ Responding to referrals, consulting with teachers, administrators
- 4f~ Showing professionalism, including integrity, advocacy, and maintaining confidentiality

### **Speech-Language Pathologists**

- 1b~ Establishing individual goals for the therapy program appropriate to the setting and the students served
- 3a~ Responding to referrals and evaluating student needs
- 4f~ Showing professionalism, including integrity, advocacy, and maintaining confidentiality





## Domains for Counselors

<p><b>DOMAIN ONE: PLANNING AND PREPARATION</b></p> <p>1a~ Demonstrating knowledge of school counseling theory  1b~ Demonstrating knowledge of students  1c~ Establishing counseling outcomes  1d~ Demonstrating knowledge of resources  <b>1e~ Designing a coherent counseling program</b>  1f~ Designing program assessment</p>	<p><b>DOMAIN THREE: DELIVERY OF SERVICES</b></p> <p>3a~ Communicating with students  3b~ Using appropriate counseling techniques  3c~ Engaging students in the formulation of current and future plans  <b>3d~ Assessing student academic, social, and emotional needs</b>  3e~ Implementing responsive services</p>
<p><b>DOMAIN TWO: THE ENVIRONMENT</b></p> <p>2a~ Creating an environment of respect and rapport  2b~ Establishing a culture for learning  2c~ Managing routines and procedures  2d~ Managing student behavior  2e~ Organizing physical space</p>	<p><b>DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES</b></p> <p>4a~ Reflecting on practice  4b~ Maintaining accurate records and using appropriate data to guide practice  <b>4c~ Communicating with families, staff, and community</b>  4d~ Participating in the professional community  4e~ Growing and developing professionally  4f~ Showing professionalism</p>

**Bolded** are mandatory. The Educator and the Evaluator each choose one additional standard.

\*Modified from Charlotte Danielson's Framework for Teaching/Revised 7/2021

## Counselors Rubric

### Domain One: Planning and Preparation

Element	Not Effective	Emerging	Applying	Integrating
<b>1a~ Demonstrating knowledge of school counseling theory</b>	School Counselor demonstrates little or no understanding of school programming, counseling techniques, and theory	School Counselor demonstrates limited understanding of school programming, counseling techniques, and theory	School Counselor demonstrates solid understanding of school programming, counseling techniques, and theory.	School Counselor demonstrates deep and thorough understanding of school programming, counseling techniques and theory  School Counselor's plans and practice reflect familiarity with a wide range of effective counseling approaches
<b>1b~ Demonstrating knowledge of students</b>	School Counselor displays little or no knowledge of child and adolescent development nor of students' skills, special needs, interests and cultural heritages	School Counselor displays limited knowledge of child and adolescent development, and some knowledge of the varied students' skills, special needs, interests and cultural heritages	School Counselor demonstrates understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns of development  Counselor displays accurate and detailed knowledge of students' skills, special needs, interests and cultural heritages	In addition to the characteristics of "proficient," School Counselor displays knowledge of the extent to which individual students follow the general patterns of development  School Counselor demonstrates extensive knowledge of students, systematically acquiring knowledge from several sources about individual students' knowledge, skills, special needs, interests and cultural heritages
<b>1c~ Establishing counseling outcomes</b>	School Counselor has no clear goals for the counseling program, or goals are inappropriate to either the situation or the age of the students  Counseling outcomes represent low expectations for students.	School Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students  Counseling outcomes represent moderate expectations and rigor	School Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students  Counseling outcomes represent rigorous and important expectations for student learning and achievement	School Counselor's goals for the counseling program are highly appropriate to the situation in the school and the age of the students, and have been developed in consultation with students, parents, and colleagues  Counseling outcomes represent high level learning and achievement  Outcomes are differentiated and reflect multiple career and college ready paths based on student aspirations and input

<b>1d~ Demonstrating knowledge of resources</b>	School Counselor demonstrates little or no knowledge of resources available to students through the school, district or community, nor is the counselor aware of resources for expanding one's own professional skills	School Counselor displays some awareness of resources available to students through the school, district, or community and for extending one's professional skills but does not seek to expand their knowledge	School Counselor displays knowledge of resources available to students through the school or district, as well as those in the community, on the internet, and other sources external to the school  School Counselor seeks resources to extend their own professional skills and knowledge	School Counselor displays extensive knowledge of resources for students. These include school, district, community, and external resources  School Counselor makes extensive use of resources provided by professional organizations, universities and on the internet
<b>1e~ Designing a coherent counseling program</b>	School Counselor plan consists of a random collection of unrelated activities, lacking coherence or an overall structure, and is poorly aligned to counseling outcomes  School Counselor plan is developed without input from stakeholders or inclusion of individual, school, and district needs	School Counselor plan has a guiding principle and includes a number of activities, some of which do not fit with the broader goals  There is little differentiation for students  School Counselor seeks minimal input from stakeholders	School Counselor plan includes important aspects of counseling in the school setting and includes school goals  Counseling programs follow an organized progression with differentiation for different groups of students  School Counselor routinely seeks input from stakeholders	School Counselor plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program  The plan provides opportunity for student choice  Input from stakeholders is incorporated throughout the plan
<b>1f~ Designing program assessment</b>	School Counselor has no plan to assess services or resists suggestions that such an evaluation is important	School Counselor has a rudimentary plan to assess services  Assessment criteria and standards have been developed, but they are not clear  School Counselor's approach to using formative assessment is partially developed and includes only some of the program outcomes	School Counselor's plan to assess services is organized around clear goals, criteria, and standards related to the collection of evidence  School Counselor has a well-developed strategy for using formative assessment data	School Counselor's assessment plan is highly sophisticated, with a variety of evidence sources and clear criteria for assessing outcomes  The plan includes student contributions to its development  Assessment plan includes multiple methodologies to ensure accurate assessment of program effectiveness for diverse student groups

## Domain Two: The Environment

Element	Not Effective	Emerging	Applying	Integrating
2a~ Creating an environment of respect and rapport	<p>School Counselor's interactions with students are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels</p> <p>The counselor does not promote positive interactions among students, parents, or staff</p> <p>The Counselor does not deal with disrespectful behavior</p> <p>The counseling environment is not a place where students, teachers, and/or parents feel safe and respected</p>	<p>School Counselor's interactions with students are generally appropriate, but may reflect occasional inconsistencies and insensitivity</p> <p>The counselor makes occasional attempts to promote positive interactions among students, parents, or staff</p> <p>The counselor attempts to respond to disrespectful behavior with uneven results</p> <p>Students, teachers and/or parents feel somewhat safe and respected in the counseling environment</p>	<p>School Counselor's interactions with students, parents and staff are respectful and appropriate to the ages, cultures, and developmental levels of the students</p> <p>The counselor actively promotes positive interactions</p> <p>The counseling environment is one in which participants feel safe and respected</p>	<p>School Counselor's interactions with students, parents and staff are highly positive, respectful, and appropriate to the ages, cultures and developmental levels of the students, reflecting genuine warmth, caring and sensitivity</p> <p>The counselor has successfully involved students in promoting positive student-to- student interactions</p>
	<p>The counseling program and environment are characterized by little to no commitment of effort by the School Counselor or students</p> <p>Students show no regard for the importance of the counseling work</p> <p>School Counselor makes no attempt to encourage students to work hard and</p>	<p>The counseling program and environment are characterized by an inconsistent commitment of effort or investment of energy by the School Counselor or students</p> <p>Students show little regard for the importance of the counseling work</p> <p>The School Counselor encourages some students to</p>	<p>The counseling program and environment is characterized by a consistent commitment of effort and investment of energy by the School Counselor and students</p> <p>Students show positive regard for the importance of the counseling work</p> <p>School Counselor interacts with all students to encourage hard</p>	<p>The counseling program and environment are characterized by a high commitment of effort and investment of energy by the School Counselor and students</p> <p>Students take an active role in upholding the importance of the counseling work</p> <p>School Counselor's interactions with students, staff, and families support attainment of success for</p>

	achieve at their highest level School Counselor does not offer students support for college and career readiness	achieve at a higher level School Counselor offers some students support for college and career readiness	work and support learning School Counselor seeks to ensure that all students are college and career ready	all students and involves these stakeholders in ensuring all students are college and career ready
<b>2c~ Managing routines and procedures</b>	<p>School Counselor's routines for the counseling center or classroom work are nonexistent or disorderly</p> <p>There are no procedures established for scheduling time with the counselor</p> <p>No schedule or use-of-time data is available</p> <p>There is little evidence that students know or follow established routines</p>	<p>School Counselor's routines for the counseling center or classroom work are partially successful</p> <p>Procedures for scheduling time with the counselor are established, but have been communicated to only some students</p> <p>Schedule and/or use-of-time data exist, but are not used or maintained</p> <p>Students are aware of some routines and procedures, but they are only partially effective or are inconsistently followed</p>	<p>School Counselor's routines and procedures for the counseling center or classroom work are effective</p> <p>Procedures for scheduling time with the counselor are established, communicated to students, and followed</p> <p>Schedule and use-of-time data are available, used, and fully maintained</p> <p>Students know and follow established routines with minimal guidance and prompting</p>	<p>School Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them</p> <p>Procedures for scheduling time with the counselor are established with input from students and well communicated to all stakeholders</p> <p>Schedule and use-of-time data are detailed and used in a highly effective manner</p> <p>Routines and procedures are well understood and may be initiated or improved by students</p>
<b>2d~ Managing student behavior</b>	<p>School Counselor has established no standards of conduct for students during counseling or classroom sessions</p> <p>No assistance with student behavior is offered to staff or families</p>	<p>School Counselor's efforts to establish standards of conduct for counseling sessions or classroom are partially effective</p> <p>School Counselor inconsistently attempts to monitor student behavior and sometimes offers behavioral assistance to staff or families</p>	<p>School Counselor has established clear standards of conduct for counseling sessions or classroom</p> <p>Student behavior in counseling sessions is generally appropriate</p> <p>School Counselor makes significant effort to offer assistance to staff or families with student behavior</p>	<p>School Counselor has established clear standards of conduct for counseling and classroom sessions and students contribute to maintaining them</p> <p>Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct</p> <p>School Counselor takes a leadership role in providing assistance with student behavior and shares ideas with staff and/or families</p>

<b>2e~ Organizing physical space</b>	School Counselor's physical environment is in disarray, unsafe, or is inappropriate for the planned activities  Physical barriers make the counseling area inaccessible to students with special needs	School Counselor's attempts to create an inviting and well-organized physical environment are partially successful  Accommodations are made for some students' special needs	The School Counseling center or classroom arrangements are inviting and conducive to the planned activities.  All areas of the counseling center are accessible to students with special needs	The School Counseling center and classroom arrangements are flexibly arranged to support a range of individual and group counseling activities  Students have contributed ideas to the organization of physical space  Arrangements provide individualized accommodations for students with special needs
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### Domain Three: Delivery of Service

Element	Not Effective	Emerging	Applying	Integrating
<b>3a~ Communicating with students</b>	School Counselor rarely communicates with students  Communications contain major errors and/or are unclear  The Counselor's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused  Communication is strictly one-way from School Counselor to students	School Counselor attempts to communicate with students  Spoken and written communications contain some errors or are partially clear, requiring clarification  School Counselor's spoken communication may be correct, but vocabulary is not fully appropriate for students  School Counselor does not take opportunities to explain academic or counseling vocabulary School Counselor makes minimal efforts at two-way communication with students	School Counselor regularly communicates with students  School Counselor's oral and written communications are clear and accurate  School Counselor's use of academic and counseling vocabulary is precise and serves to extend understanding  School Counselor makes regular efforts at two-way communication with students	School Counselor's oral and written communications with students are ongoing, clear, precise, and expressive  Misconceptions are anticipated by the School Counselor and prevented through use of well-honed communication skills  School Counselor takes the opportunity to extend students' knowledge of concepts and vocabulary  Students use correct vocabulary  School Counselor frequently uses multiple means of soliciting input from, and communicating with, students

<b>3b~ Using appropriate counseling techniques</b>	School Counselor has few counseling techniques to help students acquire skills in decision-making and problem solving for both interactions with other students and for future planning	School Counselor displays a narrow range of counseling techniques to help students acquire skills in decision-making and problem solving for both interactions with other students and for future planning	School Counselor uses a range of counseling techniques to help students acquire skills in decision-making and problem solving for both interactions with other students and for future planning	School Counselor uses an extensive range of counseling techniques to help students acquire skills in decision-making and problem solving for both interactions with other students and for future planning
<b>3c~ Engaging students in the formulation of current and future plans</b>	School Counselor does not assist students in formulating personalized plans	School Counselor attempts to assist some students in formulating personalized plans, but efforts are inconsistent	School Counselor assists the students in formulating clear, purposeful, and personalized plans	School Counselor supports students as they formulate personal academic, social/emotional, and career plans  The process has a clearly defined structure and provides students with the time needed to engage with and reflect on their planning
<b>3d~ Assessing student academic, social, and emotional needs</b>	School Counselor neither assesses the progress students are making in programs nor consults with team members to address students' needs  Feedback is absent or of poor quality  Students do not engage in self-assessment  School Counselor does not use assessment to determine services that will address students' needs	School Counselor inconsistently assesses progress students are making in programs or limits consultation with team members to address students' needs  Feedback to students is general, and few students assess their own work  School Counselor sometimes uses assessments to determine services that will address students' needs	School Counselor consistently assesses the progress students are making in programs and consults with team members to discuss students' needs  Feedback to students is accurate and specific; students frequently engage in self-assessment  School Counselor uses assessment to determine appropriate school-wide services to address the needs of the student population	School Counselor consistently assesses students' progress in programs, using multiple measures and regularly consults with students, parents, and team members to discuss students' needs  A variety of forms and methods are used to provide accurate and specific feedback  Students self-assess and monitor their progress, and use the data to identify appropriate improvement strategies  School Counselor successfully assesses individual students' needs and differentiates services to address them

<b>3e~ Implementing responsive services</b>	School Counselor does not provide counseling sessions for individual students and/or small groups to help them overcome issues that arise	School Counselor makes an attempt to meet with some individual students and/or small groups in response to emergent student needs and concerns  Sessions are not goal-focused and offer only moderate assistance	School Counselor holds individual and/or small group counseling sessions to assist students with academic, career, and personal/social issues in response to emergent student needs and concerns	School Counselor holds individual and/or small group counseling sessions, that help students identify problems, causes, alternatives, and possible consequences  Students make thoughtful decisions and take appropriate actions in response to emergent needs and concerns
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### Domain Four: Professional Responsibilities

Element	Not Effective	Emerging	Applying	Integrating
<b>4a~ Reflecting on practice</b>	School Counselor's reflection on practice is inaccurate and not based on evidence-based standards  School Counselor has no suggestions for how counseling services could be improved	School Counselor's reflection on practice is sometimes accurate and objective, but not based on evidence-based standards  Reflection includes some general suggestions for how counseling services might be improved	School Counselor's reflection on practice is sometimes accurate and objective, but not based on evidence-based standards  Reflection includes some general suggestions for how counseling services might be improved  School Counselor's reflection on practice is accurate and objective, based on evidence-based standards, and cites both positive and negative characteristics	School Counselor makes specific suggestions for improving practice based on the ASCA Model  School Counselor's reflection on practice is thoughtful and accurate, citing specific examples of practices and the reasons for their degree of success School Counselor draws on an extensive body of evidence-based practices to suggest alternative practice strategies according to the ASCA Model
<b>4b~ Maintaining accurate records and using appropriate data to guide practice</b>	School Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion	School Counselor's reports, records, and documentation are uneven and occasionally late	School Counselor's reports, records, and documentation are accurate and are submitted in a timely manner	School Counselor's practices related to record keeping are highly systematic and efficient



	<p>School Counselor does not understand the importance of safekeeping and maintenance of student records</p> <p>School Counselor does not use student data to guide decision-making</p>	<p>School Counselor has a rudimentary understanding of the safekeeping and maintenance of student information</p> <p>School Counselor makes scant use of student data to guide decision-making</p>	<p>School Counselor's practices related to safekeeping and maintenance of student records are consistent with district and national standards</p> <p>School Counselor uses student data to guide decision making</p>	<p>Maintenance and safekeeping practices serve as a model for colleagues in other schools</p> <p>School Counselor engages parents and students in using student data to guide decision making</p> <p>Students contribute information to their portfolios</p>
<p><b>4c~</b> <b>Communicating with families, staff, and community</b></p>	<p>School Counselor provides little, if any, information to families, staff or community about the counseling program as a whole or about individual students</p> <p>School Counselor does not publicize vision and mission statement of the program</p> <p>School Counselor does not attempt to engage families in the programs offered by the counseling department</p> <p>Communications with staff and families violate confidentiality guidelines</p> <p>Some communications contain socially or culturally inappropriate or offensive references</p>	<p>School Counselor provides limited though accurate information to families, staff or community about the counseling program as a whole and about individual students</p> <p>School Counselor shares vision and mission statement of the program if asked</p> <p>School Counselor attempts to engage families in the programs offered by the counseling department</p> <p>School Counselor is somewhat familiar with confidentiality guidelines</p> <p>Communication may not be socially or culturally sensitive</p>	<p>School Counselor provides thorough and accurate information to families, staff or the community about the counseling program as a whole and about individual students</p> <p>School Counselor successfully communicates the vision and mission statement of the program</p> <p>School Counselor frequently engages families in the programs offered by the counseling department</p> <p>School Counselor consistently follows confidentiality guidelines</p> <p>Communications are conveyed in a culturally sensitive manner</p>	<p>School Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means</p> <p>School Counselor makes certain that community, staff, parents, and students are aware of and contribute to the vision and missions statement of the program</p> <p>School Counselor engages families in using and contributing to the resources of the counseling department</p> <p>School Counselor consistently maintains and models confidentiality for all while appropriately communicating student needs with family, staff and community</p> <p>School Counselor responds to concerns with social and cultural sensitivity</p>

<b>4d~ Participating in the professional community</b>	<p>School Counselor's interactions with other counselors and/or other colleagues in the school/district are negative</p> <p>The counselor avoids becoming involved in school or district events or projects</p> <p>School Counselor does not participate in a professional learning community</p>	<p>School Counselor interacts with other counselors and/or colleagues to fulfill required duties</p> <p>The School Counselor participates in school events, district projects, and professional learning communities when specifically asked or invited</p>	<p>School Counselor's interactions with other counselors and colleagues are characterized by mutual support and collaboration</p> <p>The counselor volunteers to participate in school events and school/district projects, making a substantial contribution</p> <p>The School Counselor actively participates in a professional learning community</p>	<p>School Counselor interactions are characterized by mutual support and collaboration, with the School Counselor taking initiative in assuming leadership among other counselors and colleagues</p> <p>The School Counselor volunteers to participate in school/district events and projects, making a substantial contribution and assuming a leadership role in at least one aspect of school/district life</p> <p>The School Counselor takes a leadership role in promoting a professional learning community.</p>
<b>4e~ Growing and developing professionally</b>	<p>School Counselor does not participate in individual and/or collaborative professional development activities even when such activities are clearly needed for the development of counseling skills</p> <p>School Counselor actively avoids professional conversations with colleagues and supervisors</p> <p>School Counselor does not contribute to the collective knowledge of colleagues or the profession</p>	<p>School Counselor participates in limited individual and/or collaborative professional development activities</p> <p>School Counselor engages in limited professional conversations with colleagues and supervisors</p> <p>School Counselor rarely assists other counselors or contributes to the profession</p>	<p>School Counselor seeks out opportunities for individual and/or collaborative professional development based on an individual assessment of need</p> <p>School Counselor actively engages with colleagues and supervisors in professional conversations about practice, including feedback about practice</p> <p>School Counselor frequently contributes to the collective knowledge of colleagues</p>	<p>School Counselor actively pursues individual and/or collaborative professional development opportunities based on individual or departmental assessment of need, and makes a substantial contribution to the profession</p> <p>School Counselor takes a leadership role in organizing opportunities for professional conversation, including feedback about practice</p> <p>School Counselor initiates important research or activities that contribute to the profession</p>

<p><b>4f~ Showing professionalism</b></p>	<p>School Counselor displays dishonesty or unprofessional behavior in interactions with colleagues, students, families and the community</p> <p>School Counselor does not advocate for families or for the students' social, behavioral or academic needs</p> <p>School Counselor does not comply with school, district, and professional regulations even when directed</p>	<p>School Counselor is honest in interactions and appropriate in professional actions with colleagues, students, families and the community</p> <p>School Counselor inconsistently advocates for families' or students' social, behavioral or academic needs</p> <p>School Counselor requires prompting to comply with school, district, and professional regulations</p>	<p>School Counselor displays high standards of honesty, integrity, and professional behaviors in interactions with colleagues, students, families and the community</p> <p>School Counselor consistently advocates for families' or students' social, behavioral or academic needs</p> <p>School Counselor fully complies with school, district, and professional regulations</p>	<p>School Counselor models the highest standards of honesty, integrity, and professional behavior in interactions with other colleagues, students, families and community members</p> <p>School Counselor provides leadership to colleagues in advocating for families' or students' social, behavioral or academic needs</p> <p>School Counselor takes on a leadership role regarding implementation of school, district, and professional regulations</p>
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\*Modified from Charlotte Danielson's Framework for Teaching/Revised 7/2021

## Domains for Librarian/Media Specialist

<p><b>DOMAIN ONE: PLANNING AND PREPARATION</b></p> <p>1a~ Demonstrating knowledge of literature and current trends in library/media practice and information technology</p> <p><b>1b~ Demonstrating knowledge of the school's program and student information needs within that program</b></p> <p>1c~ Establishing goals for the library/media program appropriate to the setting and the students served</p> <p>1d~ Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan</p> <p>1e~ Planning the library/media program integrated with the overall school program</p> <p>1f~ Developing a plan to evaluate the library/media program</p>	<p><b>DOMAIN THREE; DELIVERY OF SERVICE</b></p> <p>3a~ Maintaining and extending the library collection in accordance with the school's needs and within budget limitations</p> <p>3b~ Collaborating with teachers in the design of instructional units and lessons</p> <p>3c~ Engaging students in enjoying literature and in learning information skills</p> <p><b>3d~ Assisting students and teachers in the use of technology in the library/media center</b></p> <p>3e~ Demonstrating flexibility and responsiveness</p>
<p><b>DOMAIN TWO: THE ENVIRONMENT</b></p> <p><b>2a~ Creating an environment of respect and rapport</b></p> <p>2b~ Establishing a culture for investigation and love of literature</p> <p>2c~ Establishing and maintaining library procedures</p> <p>2d~ Managing student behavior</p> <p>2e~ Organizing physical space</p>	<p><b>DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES</b></p> <p>4a~ Reflecting on practice</p> <p>4b~ Preparing and submitting reports and budgets</p> <p>4c~ Communicating with the larger community</p> <p>4d~ Participating in a professional community</p> <p>4e~ Engaging in Professional development</p> <p>4f~ Showing professionalism</p>

**Bolded** are mandatory. The Educator and the Evaluator each choose one additional standard.

\*Modified from Charlotte Danielson's Framework for teaching/Revised 7/2021

## Librarian/Media Specialist Rubric

### Domain One: Planning and Preparation

Element	Not Effective	Emerging	Applying	Integrating
<b>1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology</b>	Library/media specialist demonstrates little or no knowledge of literature and current trends in practice and information technology	Library/media specialist demonstrates limited knowledge of literature and current trends in practice and information technology	Library/media specialist demonstrates thorough knowledge of literature and current trends in practice and information technology	Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in practice and information technology
<b>1b: Demonstrating knowledge of the school's program and student information needs within that program</b>	Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards	Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards	Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards	Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program
<b>1c: Establishing goals for the library/media program appropriate to the setting and the students served</b>	Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students	Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students	Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students	Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues
<b>1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan</b>	Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals	Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals	Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals	Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program

<b>1e: Planning the library/ media program integrated with the overall school program</b>	Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure	Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals	Library/media specialist's plan is well designed to support both teachers and students in their information needs	Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers
<b>1f: Developing a plan to evaluate the library/ media program</b>	Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important	Library/media specialist has a rudimentary plan to evaluate the library/media program	Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met	Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis

## Domain Two: The Environment

<b>Element</b>	<b>Not Effective</b>	<b>Emerging</b>	<b>Applying</b>	<b>Integrating</b>
<b>2a: Creating an environment of respect and rapport</b>	Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, putdowns, or conflict	Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students	Interactions, between library/media specialist and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students	Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development  Students themselves ensure high levels of civility among students in the library

<b>2b: Establishing a culture for investigation and love of literature</b>	Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required	Library/media specialist goes through the motions of performing the work of the position but without any real commitment to it	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature
<b>2c: Establishing and maintaining library procedures</b>	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion  Library assistants are confused as to their role	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically  Efforts to establish guidelines for library assistants are partially successful	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly  Library assistants are clear as to their role	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation  Library assistants work independently and contribute to the success of the media center
<b>2d: Managing student behavior</b>	There is no evidence that standards of conduct have been established, and little or no monitoring of student behavior  Response to student misbehavior is repressive or disrespectful of student dignity	It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful	Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards  Library/media response to student misbehavior is appropriate and respects the students' dignity	Standards of conduct are clear, with evidence of student participation in setting them  Library/media specialist's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs  Students take an active role in monitoring the standards of behavior

<b>2e: Organizing physical space</b>	Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion	Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion	Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use	Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use  In addition, book displays are attractive and inviting
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### Domain Three: Delivery of Service

Element	Not Effective	Emerging	Applying	Integrating
<b>3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations</b>	Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material  Collection is unbalanced among different areas	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection and to establish balance	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material  Collection is balanced among different areas	Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material  Collection is balanced among different areas
<b>3b: Collaborating with teachers in the design of instructional units and lessons</b>	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units	Library/media specialist collaborates with class- room teachers in the design of instructional lessons and units when specifically asked to do so	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school



<b>3c: Engaging students in enjoying literature and in learning information skills</b>	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, or partially appropriate materials	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers
<b>3d: Assisting students and teachers in the use of technology in the library/media center</b>	Library/media specialist declines to assist students and teachers in the use of technology in the library/media center	Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so	Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center	Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library media center
<b>3e: Demonstrating flexibility and responsiveness</b>	Library/media specialist adheres to the plan, in spite of evidence of its inadequacy	Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change	Library/media specialist makes revisions to the library/media program when they are needed	Library/media specialist is continually seeking ways to improve the library/ media program and makes changes as needed in response to student, parent, or teacher input

#### Domain Four: Professional Responsibilities

<b>Element</b>	<b>Not Effective</b>	<b>Emerging</b>	<b>Applying</b>	<b>Integrating</b>
<b>4a: Reflecting on practice</b>	Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving	Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved	Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics  L/M Specialist makes some specific suggestions as to how the media program might be improved	Library/media specialist's reflection is highly accurate and perceptive, citing specific examples  Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success

<b>4b: Preparing and submitting reports and budgets</b>	Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures  Inventories and reports are routinely late	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures  Inventories and reports are sometimes submitted on time	Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures  Inventories and reports are sometimes submitted on time	Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures  Inventories and reports are submitted on time
<b>4c: Communicating with the larger community</b>	Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community	Library/media specialist engages in outreach efforts to parents and the larger community	Library/media specialist is proactive in reaching out to parents & establishing contacts with outside libraries, coordinating efforts for mutual benefit
<b>4d: Participating in a professional community</b>	Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested	Library/media specialist participates actively in school and district events and projects & maintains positive and productive relationships with colleagues	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues
<b>4e: Engaging in professional development</b>	Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues
<b>4f: Showing professionalism</b>	Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws	Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues, in ensuring there is no plagiarism or violation of copyright laws

## Domains for School Nurses

<p><b>DOMAIN ONE: PLANNING AND PREPARATION</b></p> <p>1a~ Demonstrating understanding and utilization of the nursing process and skill in nursing techniques  1b~ Demonstrating knowledge of child and adolescent development and the individual and diverse health needs in the school setting; Develops &amp; uses building health concerns list  1c~ Establishing goals for the nursing program appropriate to the setting and the students served  1d~ Demonstrating knowledge of government, community, and district regulations and resources  <b>1e~ Planning the nursing program for both individuals and groups of students, integrated with the regular school program; Designs individual plans (HCP, IEP, 504) and assesses effectiveness of interventions</b>  1f~ Developing a plan to evaluate the nursing program (HCP, IEP, 504, review of health staff procedures)</p>	<p><b>DOMAIN THREE: DELIVERY OF SERVICE</b></p> <p><b>3a~ Assessing student needs and responds appropriately</b>  3b~ Administering medications to students  3c~ Promoting wellness through classes or classroom presentations/mandated staff presentations  3d~ Managing emergent and non-emergent situations  3e~ Demonstrating flexibility and responsiveness  3f~ Collaborating with teachers to develop specialized educational programs and services for students with diverse medical needs</p>
<p><b>DOMAIN TWO: THE ENVIRONMENT</b></p> <p>2a~ Creating an environment of respect and rapport with student/families/staff/administration  2b~ Establishing a culture for health and wellness  <b>2c~ Following health protocols and procedures</b>  <del>2d~ Supervising health associates (CSNs supervise RN/LPN/health aide)</del>  <del>2e~ Organizing physical space</del></p>	<p><b>DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES</b></p> <p>4a~ Reflecting on practice  4b~ Maintaining health records in accordance with policy and submitting reports in a timely manner  4c~ Communicating with families  4d~ Participating in a professional community  4e~ Engaging in Professional development  4f~ Showing professionalism</p>

**Bolded** are mandatory. The Educator and the Evaluator each choose one additional standard.

Please do not choose an element that has been struck.

\*Modified from Charlotte Danielson's Framework for Teaching/Revised 7/2021

## Nurse Rubric

### Domain One: Planning and Preparation

Element	Not Effective	Emerging	Applying	Integrating
<b>1a: Demonstrating understanding and utilization of the nursing process and skill in nursing techniques</b>	Nurse does not utilize the nursing process when assessing needs of student/staff  Demonstrates little or no knowledge of nursing techniques	Nurse demonstrates basic Understanding of the nursing process and nursing techniques	Nurse demonstrates understanding of and utilization of the nursing process and nursing techniques	Nurse demonstrates deep and thorough understanding of the nursing process and nursing techniques
<b>1b: Demonstrating knowledge of child and adolescent development and the individual and diverse health needs in the school setting  Develops and uses building health concerns list</b>	Nurse displays little or no knowledge of child and adolescent development  Does not develop building health concerns list	Nurse displays partial knowledge of child and adolescent development  Building health concerns list developed, but not used to benefit student development or progress	Nurse displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns  Building health concerns list developed in timely manner and utilized to benefit students	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, nurse displays knowledge of the extent to which individual students follow the general patterns  Building health concerns list developed, utilized to benefit students, shared with appropriate staff, and used in relationship to student developmental growth and progress
<b>1c: Establishing goals for the nursing program appropriate to the setting and the students served</b>	Nurse has no clear goals for the nursing program or assigned building, or they are inappropriate to either the situation or the age of the students	Nurse's goals for the nursing program or assigned building are rudimentary and are partially suitable to the situation and the age of the students	Nurse's goals for the nursing program or assigned building are clear and appropriate to the situation in the school and to the age of the students	Nurse's goals for the nursing program or assigned building are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, teachers, & administrators

<b>1d: Demonstrating knowledge of government, community, and district regulations and resources</b>	Nurse demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district	Nurse displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly	Nurse displays awareness of governmental regulations and resources for students available through the school or district and some familiarity with resources external to the school	Nurse's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district and in the community and uses this information in needs assessments
<b>1e: Planning the nursing program for both individuals and groups of students, integrated with the regular school program</b>  Designs individual plans (HCP, IEP, 504) and assesses effectiveness of interventions	Nursing program consists of a random collection of unrelated activities, lacking coherence or an overall structure	Nurse's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals	Nurse has developed a plan that includes the important aspects of work in the setting	Nurse's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program
<b>1f: Developing a plan to evaluate the nursing Program (HCP, IEP, 504, review of health staff procedures)</b>	Nurse has no plan to evaluate the program or resists suggestions that such an evaluation is important	Nurse has a rudimentary plan to evaluate the nursing program	Nurse's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met	Nurse's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis

## Domain Two: The Environment

Element	Not Effective	Emerging	Applying	Integrating
<b>2a: Creating an environment of respect and rapport with student/families/staff/administration</b>	Nurse's interactions with at least some students/families/staff/administration are negative or inappropriate	Nurse's interactions with students/families/staff/administration are a mix of positive and negative	Nurse's interactions with students/families/staff/administration are positive and respectful	Students/families/staff/administration seek out the nurse, reflecting a high degree of comfort and trust in the relationship

<b>2b: Establishing a culture for health and wellness</b>	Nurse makes no attempt to establish a culture for health and wellness in the school as a whole, or among students /staff/administration	Nurse's attempts to promote a culture throughout the school for health and wellness are partially successful	Nurse promotes a culture throughout the school for health and wellness	The culture in the school for health and wellness, while guided by the nurse, is maintained by both teachers and students
<b>2c: Following health protocols and procedures</b>	Nurse's procedures for the nursing office are nonexistent or in disarray	Nurse has rudimentary and partially successful procedures for the nursing office	Nurse's procedures for the nursing office work effectively	Nurse's procedures for the nursing office are seamless and anticipating unexpected situations
<b>2d: Supervising health Associates (CSNs Supervise RN/LPN/ health aide)</b>	No guidelines for delegated duties have been established, or the guidelines are unclear  Nurse does not monitor associates' activities as assigned	Nurse's efforts to establish guidelines for delegated duties are partially successful  Nurse monitors associates' activities as assigned sporadically	Nurse has established guidelines for delegated duties and monitors associates' activities as assigned  Collaborates with other health staff to ensure that shared tasks are accomplished in a timely manner	Associates work independently, indicating clear guidelines for their work  Nurse's supervision is subtle and professional  Collaborates with and assists other health staff to accomplish shared tasks in a timely manner
<b>2e: Organizing physical space</b>	Nurse's office is in disarray or is inappropriate to the planned activities  Medications are not properly stored	Nurse's attempts to create a well-organized physical environment are partially successful  Medications are stored properly but are difficult to find	Nurse's office is well organized and is appropriate to the planned activities  Medications are properly labeled, stored and well organized	Nurse's office is efficiently organized and is highly appropriate to the planned activities  Medications are properly labeled, stored and well organized

## Domain Three: Delivery of Service

Element	Not Effective	Emerging	Applying	Integrating
<b>3a: Assessing student needs and responds appropriately</b>	Nurse does not assess student needs, or the assessments result in inaccurate conclusions	Nurse's assessments of student needs are perfunctory	Nurse assesses student needs and knows the range of student needs in the school and responds in a manner that is reflective of the situation Nurse responds with verbal, written, or physical on-site support	Nurse conducts detailed and individualized assessment of student needs to contribute to program planning  Nurse responds in a manner that is reflective of the situation  Nurse responds with verbal, written, or physical on-site support
<b>3b: Administering medications to students</b>	Medications are administered with no regard to state or district policies	Medications are administered by designated individuals, but signed release forms are not conveniently stored	Medications are administered by designated individuals, and signed release forms are conveniently stored and available when needed	Medications are administered by designated individuals, and signed release forms are conveniently stored  Medications are correctly labeled and safely stored/contained  Students take an active role in medication compliance
<b>3c: Promoting wellness through classes or classroom presentations /mandated staff presentations</b>	Nurse's work with students in classes fails to promote wellness	Nurse's efforts to promote wellness through classroom presentations are partially effective	Nurse's classroom presentations result in students acquiring the knowledge and attitudes that help them adopt a healthy lifestyle  Mandated staff presentations are completed	Nurse's classroom presentations for wellness are effective, and students assume an active role in the school in promoting a healthy lifestyle  Mandated staff presentations are completed and effective  Mandated staff presentations are documented for state reference

<b>3d: Managing emergent and non-emergent situations</b>	Nurse has no contingency plans for emergent situations Is not aware of building crisis plan	Nurse's plans for emergent situations have been developed for the most frequently occurring situations but not others Is aware of building crisis plan	Nurse's plans for emergent situations have been developed for many situations Follows building crisis plan	Nurse's plans for emergent situations have been developed for many situations Students and teachers have learned their responsibilities in case of emergent situation Follows building crisis plan Assists in the development of building crisis plan
<b>3e: Demonstrating flexibility and responsiveness</b>	Nurse adheres to the plan or program, in spite of evidence of its inadequacy	Nurse makes modest changes in the nursing program when confronted with evidence of the need for change	Nurse makes revisions in the nursing program when they are needed	Nurse is continually seeking ways to improve the nursing program and makes changes as needed in response to student, parent, or teacher input
<b>3f: Collaborating with teachers to develop specialized educational programs and services for students with diverse medical needs</b>	Nurse declines to collaborate with classroom teachers to develop specialized educational programs	Nurse collaborates with classroom teachers in developing instructional lessons and units when specifically asked to do so	Nurse initiates collaboration with classroom teachers in developing instructional lessons and units	Nurse initiates collaboration with classroom teachers in developing instructional lessons and units, locating additional resources from outside the school

#### Domain Four: Professional Responsibilities

<b>Element</b>	<b>Not Effective</b>	<b>Emerging</b>	<b>Applying</b>	<b>Integrating</b>
<b>4a: Reflecting on practice</b>	Nurse does not reflect on practice, or the reflections are inaccurate or self-serving	Nurse's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved	Nurse's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics Nurse makes some specific suggestions as to how the nursing program might be improved	Nurse's reflection is highly accurate and perceptive, citing specific examples Nurse draws on an extensive repertoire to suggest alternative strategies



<b>4b: Maintaining health records in accordance with policy and submitting reports in a timely manner</b>	Nurse's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion	Nurse's reports, records, and documentation are generally accurate and occasionally late	Nurse's reports, records, and documentation are accurate and are submitted in a timely manner	Nurse's approach to record keeping is highly systematic and efficient and serves as a model for colleagues across the school
<b>4c: Communicating with families</b>	Nurse provides no information to families, either about the nursing program as a whole or about individual students	Nurse provides limited though accurate information to families about the nursing program as a whole and about individual students	Nurse provides thorough and accurate information to families about the nursing program as a whole and about individual students	Nurse is proactive in providing information to families about the nursing program and about individual students through a variety of means
<b>4d: Participating in a Professional community</b>	Nurse's relationships with colleagues are negative or self-serving, and nurse avoids being involved in school and district events and projects	Nurse's relationships with colleagues are cordial, and nurse participates in school and district events and projects when specifically requested to do so	Nurse participates actively in school and district events and projects and maintains positive and productive relationships with colleagues	Nurse makes a substantial contribution to school and district events and projects and assumes leadership role with colleagues
<b>4e: Engaging in professional development</b>	Nurse does not participate in professional development activities, even when such activities are clearly needed for the development of nursing skills	Nurse participation in professional development activities is limited to those that are convenient or are required	Nurse seeks out opportunities for professional development based on an individual assessment of need	Nurse actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues
<b>4f: Showing professionalism</b>	Nurse displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality	Nurse is honest in interactions with colleagues, students, and the public; does not violate confidentiality	Nurse displays high standards of honesty, integrity, & confidentiality in interactions with colleagues, students, and the public; advocates for students when needed	Nurse can be counted on to hold the highest standards of honesty, integrity, & confidentiality and to advocate for students, taking a leadership role with colleagues and team decision making

\*Modified from Charlotte Danielson's Framework for Teaching/Revised 7/2021

## Domains for Psychologists

<p><b>DOMAIN ONE: PLANNING AND PREPARATION</b></p> <p>1a~ Demonstrating knowledge and skill in using appropriate assessments to evaluate students  1b~ Demonstrating knowledge of child and adolescent development and psychopathology  1c~ Establishing goals for the student body at large and/or individual students appropriate to the setting  1d~ Demonstrating knowledge of state and federal regulations, and resources within the district and community  <b>1e~ Psychologist develops a cohesive therapy plan based on goals as well as school-based programs (i.e. PBIS, SEL Curriculum)</b>  1f~ Develops a plan to evaluate the program</p>	<p><b>DOMAIN THREE: DELIVERY OF SERVICE</b></p> <p><b>3a~ Responding to referrals, consulting with teachers, administrators</b>  3b~ Evaluating student needs in compliance with NASP guidelines  3c~ Participation on the Student Support Team  3d~ Developing plans to maximize students' likelihood of success  3e~ Maintaining contact with physicians and community mental health service providers</p>
<p><b>DOMAIN TWO: THE LEARNING ENVIRONMENT</b></p> <p>2a~ Establishing rapport with students, staff, and parents  2b~ Establishing a culture for positive mental health throughout the school  2c~ Managing routines and procedures  2d~ Establishing standards of conduct in the school setting  2e~ Organizing physical space</p>	<p><b>DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES</b></p> <p>4a~ Reflecting on practice  4b~ Communicating with families establishing a rapport and securing permissions  4c~ Maintaining accurate records  4d~ Participating in a professional community with an emphasis on the positive and supportive interactions  4e~ Engaging in professional development  <b>4f~ Showing professionalism, including integrity, advocacy, and maintaining confidentiality</b></p>

**Bolded** are mandatory. The Educator and the Evaluator each choose one additional standard.

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# Psychologist Rubric

## Domain One: Planning and Preparation

Element	Not Effective	Emerging	Applying	Integrating
<b>1a: Demonstrating knowledge and skill in using appropriate assessments to evaluate students</b>	Psychologist demonstrates little or no knowledge and skill in selecting and using appropriate assessments to evaluate students	Psychologist uses limited knowledge and skill in selecting and using appropriate assessments to evaluate students, i.e. uses the same assessments regardless of individual needs	Psychologist uses appropriate assessments based on the referral question(s) to evaluate level of student functioning, disability and to help determine eligibility decisions	Psychologist uses a wide range of assessments based on the referral question(s) to evaluate level of student functioning, disability and to help determine eligibility decisions
<b>1b: Demonstrating knowledge of child and adolescent development and psychopathology</b>	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and is able to articulate to the team and parents the variations on the typical patterns
<b>1c: Establishing goals for the student body at large and/or individual students appropriate to the setting</b>	Psychologist has no clear goals, or they are inappropriate to either the situation or the age of the students	Psychologist's goals are rudimentary, and are partially suitable to the situation and the age of the students	Psychologist's goals are clear, meaningful and appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues	Psychologist's goals are proactively reviewed and adjusted based on student needs following consultation with students, parents and team
<b>1d: Demonstrating knowledge of state and federal regulations, and resources within the district and community</b>	Psychologist demonstrates little or no knowledge of governmental regulations and resources for students available through the school and district	Psychologist displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources in the community	Psychologist demonstrates knowledge of governmental regulations and resources for students available through the school, district, and community	Psychologist's knowledge of governmental regulations and resources for students is extensive and is willing to work with families to find alternative resources and/or supports as needed

<b>1e: Psychologist develops a cohesive therapy plan based on goals as well as school based programs (i.e. PBIS, SEL)</b>	Plan consists of a random collection of unrelated activities, lacking coherence or an overall structure	Psychologist's plan includes a number of worthwhile activities, but some of them don't fit with the broader goals	Psychologist has developed a plan that is coherent and aligned to the needs of the students and/or program	Psychologist's plan promotes and provides strategies for students to independently meet goals in a wide variety of settings
<b>1f: Develops a plan to evaluate the program</b>	Psychologist has no plan to evaluate the program, or resists suggestions for improvement	Psychologist has a rudimentary plan to evaluate the psychology program	Psychologist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met	Psychologist's evaluation plan uses multiple data sources, makes clear recommendations for improving the program and collaborates with colleagues

## Domain Two: The Learning Environment

Element	Not Effective	Emerging	Applying	Integrating
<b>2a: Establishing rapport with students, staff, and parents</b>	Psychologist's interactions with students, staff, parents, and community are negative or inappropriate	Psychologist's interactions are a mix of positive and negative	Psychologist's interactions with students, staff, parents, and community are positive and respectful	Students, staff, parents, and community seek out the psychologist, reflecting a high degree of comfort and trust in the relationship
<b>2b: Establishing a culture for positive mental health throughout the school</b>	Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, or between students and teacher	Psychologist's attempts to promote a culture throughout the school for positive mental health in the school among students and teachers, but seldom follows through on responsibilities	Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers	The culture in the school for positive mental health among students and teachers, is guided by the psychologist, and maintained by administration, teachers and students
<b>2c: Managing routines and procedures</b>	Psychologist's routines for psychology/counseling program or classroom work are nonexistent or in disarray	Psychologist has rudimentary and partially successful routines for the psychology/counseling program or class	Psychologist's routines work effectively across settings and enhance the learning experience	Psychologist's routines work seamlessly and students assist in maintaining them

<b>2d: Establishing standards of conduct in the school setting</b>	No standards of conduct have been established and psychologist disregards or fails to address negative student behavior	Standards of conduct appear to have been established Psychologist's attempts to correct student negative behavior and is partially successful	Standards of conduct have been established Response to students is respectful	Standards of conduct have been established Students engage in self-monitoring of behavior
<b>2e: Organizing physical space</b>	The meeting space is disorganized, poorly suited for student and/or unsafe. Records are not stored in a secure location and materials are not readily available	The meeting space is safe; but partially organized or suited for the activity Records are stored securely but materials may not be readily available for the activity	The meeting space is well organized and safe. Records are securely stored and materials are readily available	The meeting space is highly organized and is inviting to students Records are stored in a secure location and materials are convenient when needed

### Domain Three: Delivery of Service

<b>Element</b>	<b>Not Effective</b>	<b>Emerging</b>	<b>Applying</b>	<b>Integrating</b>
<b>3a: Responding to referrals, consulting with teachers, administrators</b>	Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral	Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral
<b>3b: Evaluating student needs in compliance with NASP guidelines</b>	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines	Psychologist attempts to administer appropriate evaluation instruments to students, but does not always follow established timelines and safeguards	Psychologist administers appropriate evaluation instruments to students, and ensures that all procedures and safeguards are faithfully adhered to	Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions, and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural timelines and safeguards

<b>3c: Participation on the Student Support Team</b>	Psychologist declines to participate on the Student Support Team	Psychologist assumes leadership of the Student Support Team when directed to do so, preparing adequate IEP's	Psychologist displays leadership of the Student Support Team as a standard expectation: prepares detailed IEP's	Psychologist consistently displays leadership of the Student Support Team and takes initiative in assembling materials for meetings  IEP's are prepared in an exemplary manner
<b>3d: Developing plans to maximize students' likelihood of success</b>	Psychologist fails to develop treatment plan(s) suitable to student(s) or mismatched with the findings of the assessments	Psychologist's develops treatment plan(s) that are partially suitable for them, or sporadically aligned with identified needs	Psychologist's develops treatment plan(s) for student(s) that are suitable for them, and are aligned with identified needs	Psychologist develops comprehensive plan(s) for student(s) finding ways to creatively meet student needs and incorporate researched-based practices/interventions
<b>3e: Maintaining contact with physicians and community mental health service providers</b>	Psychologist declines to maintain contact with physicians and community service mental health service providers	Psychologist maintains occasional contact with physicians and community service mental health service providers	Psychologist maintains ongoing contact with physicians and community service mental health service providers	Psychologist maintains ongoing contact with physicians and community service mental health service providers and initiates contact when needed

## Domain Four: Professional Responsibilities

<b>Element</b>	<b>Not Effective</b>	<b>Emerging</b>	<b>Applying</b>	<b>Integrating</b>
<b>4a: Reflecting on practice</b>	Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving	Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved	Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics  Psychologist makes some specific suggestions as to how the counseling program might be improved	Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful, for at least some students  Psychologist draws on an extensive repertoire to suggest alternative strategies

<b>4b: Communicating with families establishing a rapport and securing permissions</b>	Psychologist fails to communicate with families and secure necessary permission for evaluations, or communicates in an insensitive manner	Psychologist communicates with families and secures necessary permission for evaluations, and does so in a manner sensitive to cultural and linguistic traditions	Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions	Psychologist reaches out to families of students to enhance trust
<b>4c: Maintaining accurate records</b>	Psychologist's records are in disarray; they may be missing, insecure, or illegible	Psychologist's records are accurate and legible, and stored in a secure location	Psychologist's records are accurate and legible, well organized, and stored in a secure location	Psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional
<b>4d: Participating in a professional community with an emphasis on the positive and supportive interactions</b>	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested	Psychologist's participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues	Psychologist makes a substantial contribution to school and district events and projects, and assumes leadership with colleagues
<b>4e: Engaging in professional development</b>	Psychologist's relationships with colleagues are negative or self serving, and psychologist avoids being involved in school and district events and projects	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested	Psychologist seeks out opportunities for professional development based on need	Psychologist actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as offering workshops to colleagues
<b>4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality</b>	Psychologist displays dishonesty in interactions with colleagues, students, and the public, and violates principles of confidentiality	Psychologist: is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and advocating for students, taking a leadership role with colleagues

\*Modified from Charlotte Danielson's Framework for teaching/Revised 7/2021

## Domains for Speech-Language Pathologists

<p><b>DOMAIN ONE: PLANNING AND PREPARATION</b></p> <p>1a~ Demonstrating knowledge and skill in the speech-language pathology therapy area; holds relevant certificate or license</p> <p><b>1b~ Establishing individual goals for the therapy program appropriate to the setting and the students served</b></p> <p>1c~ Demonstrating knowledge of district, state, and federal regulations and guidelines for SLP</p> <p>1d~ Demonstrating knowledge of resources, both within and beyond the school and district</p> <p>1e~ Formulating an outline for the therapy services to meet the needs of individual students</p> <p>1f~ Developing a plan to evaluate the therapy program</p>	<p><b>DOMAIN THREE: EVALUATION AND INTERVENTION</b></p> <p>3a~ <b>Responding to referrals and evaluating student needs</b></p> <p>3b~ Developing and implementing goals and benchmarks to maximize students' success</p> <p>3c~ Communicating with families</p> <p>3d~ Collecting information; writing reports</p> <p>3e~ Demonstrating flexibility and responsiveness</p>
<p><b>DOMAIN TWO: THERAPY ENVIRONMENT</b></p> <p>2a~ Establishing rapport with students</p> <p>2b~ Organizing time effectively</p> <p>2c~ Establishing standards of conduct in the therapy session</p> <p>2d~ Organizing physical space for testing students and providing therapy</p>	<p><b>DOMAIN FOUR: PROFESSIONALISM</b></p> <p>4a~ Reflecting on practice</p> <p>4b~ Collaborating with teachers and administrators</p> <p>4c~ Maintaining an effective data management system</p> <p>4d~ Participating in a professional community</p> <p>4e~ Engaging in professional development</p> <p><b>4f~ Showing professionalism, including integrity, advocacy, and maintaining confidentiality</b></p>

**Bolded** are mandatory. The Educator and the Evaluator each choose one additional standard.

\*Modified from Charlotte Danielson's Framework for Teaching/Revised 7/2021



## Speech-Language Pathologist Rubric

### Domain One: Planning and Preparation

Element	Not Effective	Emerging	Applying	Integrating
<b>1a~ Demonstrating knowledge and skill in the speech-language pathology therapy area; holds relevant certificate or license</b>	Speech-Language Pathologist demonstrates little or no knowledge and skill in the therapy area  SLP does not hold the necessary certificate or license	Speech-Language Pathologist demonstrates basic knowledge and skill in the therapy area  SLP holds the necessary certificate or license	Speech-Language Pathologist demonstrates thorough knowledge and skill in the therapy area  SLP holds the necessary certificate or license	Speech-Language Pathologist demonstrates extensive knowledge and skill in the therapy area  SLP holds the Certificate of Clinical Competence
<b>1b~ Establishing individual goals for the therapy program appropriate to the setting and the students served</b>	Speech-Language Pathologist has no plan for individualizing speech language services that are appropriate to the students needs or setting	Speech-Language Pathologist has a plan for the therapy services that is rudimentary or partially suitable to the setting and to the needs of the students	Speech-Language Pathologist has a plan for the therapy services that is clear and appropriate to the setting of the school and to the needs of the students	Speech-Language Pathologist has a plan for the therapy services that is highly appropriate to the school setting and to the needs of the students and have been developed collaboratively with different school stakeholders
<b>1c~ Demonstrating knowledge of district, state, and federal regulations and guidelines for SLP</b>	Speech-Language Pathologist demonstrates little or no knowledge of special education laws and procedures	Speech-Language Pathologist demonstrates basic knowledge of special education laws and procedures	Speech-Language Pathologist demonstrates thorough knowledge of special education laws and procedures	Speech-Language Pathologist's knowledge of special education laws and procedures is extensive;  Speech-Language Pathologist takes a leadership role in reviewing and revising district policies
<b>1d~ Demonstrating knowledge of resources, both within and beyond the school and district</b>	Speech-Language Pathologist demonstrates little or no knowledge of resources for students available through the school or district	Speech-Language Pathologist demonstrates basic knowledge of resources for students available through the school or district	Speech-Language Pathologist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district	Speech-Language Pathologist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community

<b>1e~ Formulating an outline for the therapy services to meet the needs of individual students</b>	Therapy services consists of a random collection of unrelated activities, lacking coherence or an overall structure and does not link to overall goals/benchmark	Speech-Language Pathologist's outline has a guiding objective and includes a number of worthwhile activities but does not meet the overall goal(s)/benchmark	Speech-Language Pathologist has developed an outline that includes the important aligned activities that meet the overall goal(s)/benchmark	Speech-Language Pathologist's outline is highly coherent and serves to support students individually and support carryover across educational or community settings
<b>1f~ Developing a plan to evaluate the therapy program</b>	Speech-Language Pathologist has no plan to review the services and resists suggestions that such a revision is important	Speech-Language Pathologist has an unclear plan and accepts and implements suggestions for revision of the plan	Speech-Language Pathologist has a clear plan that is supported by evidence-based practice and quantitative and qualitative data	Speech-Language Pathologist evaluation plan is highly sophisticated and includes multiple sources of evidence, necessary revisions of IEPs based upon quantitative and qualitative data

## Domain Two: The Environment

<b>Element</b>	<b>Not Effective</b>	<b>Emerging</b>	<b>Applying</b>	<b>Integrating</b>
<b>2a~ Establishing rapport with students</b>	Speech-Language Pathologist's interactions with students are negative or inappropriate; students appear uncomfortable in the evaluation and therapy setting	Speech-Language Pathologist's interactions are a mix of positive and negative; the speech language pathologist's efforts at developing rapport are partially established	Speech-Language Pathologist's interactions with students are positive and respectful; students appear comfortable in the evaluation and therapy setting	Speech-Language Pathologist's interactions with the students are positive and respectful; the students are comfortable in the evaluation and therapy setting as evidenced by at least one of the following behaviors: seeking out the speech-language pathologist, cooperating during expected tasks, coming to scheduled therapy sessions (high school), and/or completing homework assignments

<b>2b~ Organizing time effectively</b>	Speech-Language Pathologist has no organizational skills demonstrated by inability to meet deadlines for evaluations and meetings, not providing therapy based on a set schedule, and not completing paperwork in a timely manner	Speech-Language Pathologist has some organizational skills to meet deadlines for evaluations and meetings, provides some students for therapy based on set therapy schedule, and completes some paperwork in a timely manner	Speech-Language Pathologist has organizational skills to meet deadlines for evaluations and meetings, provides therapy based on a set schedule, and completes paperwork in a timely manner	Speech-Language Pathologist is highly organized and meets deadlines for evaluating students and completing therapy meetings, providing paperwork in a timely manner, as well as utilizing time for other duties that will assist in meeting the needs of students at their school
<b>2c~ Establishing standards of conduct in the therapy session</b>	No standards of conduct have been established and Speech-Language Pathologist disregards or fails to address negative student behavior during evaluation or treatment	Standards of conduct appear to have been established in the testing and therapy setting  Speech-Language Pathologist attempts to monitor and correct student negative behavior during evaluation and treatment are partially successful	Standards of conduct have been established in the testing and therapy setting  Speech-Language Pathologist monitors student's behavior against those standards; response to students is appropriate and respectful	Standards of conduct have been established in the testing and therapy setting  Speech-Language Pathologist monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior
<b>2d~ Organizing physical space for testing students and providing therapy</b>	Speech-language pathologist has a disorganized evaluation and therapy space and does not arrange the space to work with students  Materials are usually not available	Speech-language pathologist has an organized evaluation and therapy space and uses the furniture and materials available to conduct evaluations and treatment  The setting is not rearranged or modified to meet each student's individual needs	Speech-language pathologist has an organized evaluation and therapy space and uses the furniture and materials available to conduct evaluations and treatment  The setting is rearranged or modified to meet each student's individual needs	Speech-language pathologist has an organized evaluation and therapy space and uses the furniture and materials available to conduct evaluations and treatment  The setting is rearranged or modified to meet each student's individual needs  The Speech-Language Pathologist seeks out additional equipment, materials, and additional resources to enhance individual student speech-language needs

## Domain Three: Delivery of Service

Element	Not Effective	Emerging	Applying	Integrating
<b>3a~ Responding to referrals and evaluating student needs</b>	The speech-language pathologist fails to make a referral decision upon receipt of the written referral within the mandated time frame	The speech-language pathologist responds to a written referral within the mandated time frame but there is no clear explanation of planned interventions and/or assessment	The speech-language pathologist responds to a written referral within the mandated time frame and provides a clear explanation of interventions and/or assessment	<p>The speech-language pathologist responds to a written referral within the mandated time frame and provides a clear explanation of interventions and/or assessment</p> <p>Inservices are provided on the referral process/ procedures and areas of communication disorders with appropriate stakeholders</p>
<b>3b~ Developing and implementing goals and benchmarks to maximize students' success</b>	Speech-language pathologist fails to follow the format for writing goals and the goals do not correlate with the findings of the assessment	Speech-language pathologist partially follows the format for writing goals and the goals partially correlate with the findings from the assessment	Speech-language pathologist follows all requirements within the format for goal writing and the goals correlate with the findings from the assessment	<p>Speech-language pathologist follows the format for goal writing and the goals correlate with the findings from the assessment</p> <p>SLP finds creative ways to incorporate speech/ language goals across the curriculum</p>
<b>3c~ Communicating with families</b>	Speech-language pathologist fails to communicate with parents or guardians and does not document attempts to communicate with the parents or guardians	Speech-language pathologist communicates with parents or guardians, but the information is not always relayed in a professional manner or takes into consideration cultural, socio-economic, and linguistic factors	Speech-language pathologist communicates with parents or guardians in a professional manner and takes into consideration cultural, socioeconomic, and linguistic factors	Speech-language pathologist initiates communication with parents or guardians in a professional manner while being thoughtful of cultural, socio-economic, and linguistic factors and provides outside information on resources and training to address the student's communication needs

<p><b>3d~ Collecting information; writing reports</b></p>	<p>Speech-language pathologist does not follow best practices for evaluation procedures and does not address all communication areas including expressive and receptive language, pragmatics, articulation and phonology, voice, fluency, and oral-motor</p>	<p>Speech-language pathologist follows best practices for evaluation procedures and addresses all communication areas (including expressive &amp; receptive language, pragmatics, articulation &amp; phonology, voice, fluency, and oral-motor)</p> <p>SLP minimally adjusts assessment to students' needs</p> <p>SLP writes an evaluation report that includes test scores, but does not include a description of strengths and weaknesses</p>	<p>Speech-language pathologist follows best practices for evaluation procedures and addresses all communication areas (including expressive &amp; receptive language, pragmatics, articulation &amp; phonology, voice, fluency, and oral-motor)</p> <p>SLP uses a variety of assessment tools</p> <p>SLP writes a clear evaluation report</p>	<p>Speech-language pathologist follows best practices for evaluation procedures and addresses all communication areas (including expressive &amp; receptive language, pragmatics, articulation &amp; phonology, voice, fluency, and oral-motor)</p> <p>SLP adjusts the battery of tests to address students' needs</p> <p>SLP seeks out and utilizes additional services when needed</p> <p>SLP writes a clear and comprehensive evaluation report</p>
<p><b>3e~ Demonstrating flexibility and responsiveness</b></p>	<p>Speech-language pathologist adheres to the speech/language goals and benchmarks, in spite of evidence of its inadequacy</p> <p>Minutes of service are not individualized to meet the student's needs</p>	<p>Speech-language pathologist makes changes in the interventions and documents the changes in progress notes, but does not amend the IEP when confronted with evidence of the need for change</p> <p>Student's needs are considered when assigning minutes of service</p>	<p>Speech-language pathologist amends the IEP when confronted with evidence of the need for change and makes revisions in the treatment program</p> <p>Student's needs are considered when assigning minutes of service</p>	<p>Speech-language pathologist amends the IEP when confronted with evidence of the need for change and makes revisions in the treatment program</p> <p>Student's needs are considered when assigning minutes of service</p> <p>Evidenced based practices are used to determine if adjustment in goals, benchmarks, and minutes are needed</p>

## Domain Four: Professional Responsibilities

Element	Not Effective	Emerging	Applying	Integrating
<b>4a~ Reflecting on practice</b>	Speech-language pathologist does not reflect on practice, or the reflections are inaccurate or self-serving	Speech-language pathologist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved	Speech-language pathologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics  Speech-language pathologist makes some specific suggestions as to how the therapy program might be improved	Speech-language pathologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students  Speech-language pathologist draws on an extensive repertoire to suggest alternative strategies
<b>4b~ Collaborating with teachers and administrators</b>	Speech-language pathologist is not available to staff for questions and declines to provide background material when requested	Speech-language pathologist is available to staff for questions and planning and provides background material when requested	Speech-language pathologist initiates contact with teachers and administrators to provide information pertaining to students and documents consultation/collaboration	Speech-language pathologist seeks out teachers and administrators to confer regarding cases, provides information pertaining to students, solicits their perspectives on individual students, and documents consultation/collaboration
<b>4c~ Maintaining an effective data management system</b>	The Speech-Language Pathologist data management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed	The Speech-Language Pathologist inconsistently uses a data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed	The Speech-Language Pathologist has developed an effective data management system for monitoring student progress and uses it to adjust treatment when needed	The Speech-Language Pathologist has developed a highly effective data management system for creatively monitoring student progress that is in place in multiple environments and uses it to adjust treatment when needed  The Speech-Language Pathologist uses the system to communicate with teachers/parents
<b>4d~ Participating in a professional</b>	Speech-language pathologist relationships	Speech-language pathologist relationships with colleagues	Speech-language pathologist participates actively in school	Speech-language pathologist makes a substantial contribution to school

<b>community</b>	with colleagues are negative or self-serving, and Speech-Language Pathologist avoids being involved in school and district events and projects	are cordial, and he/she participates in school and district events and projects when specifically asked to do so	and district events and projects and maintains positive and productive relationships with colleagues	and district events and projects and assumes a leadership role with colleagues
<b>4e~ Engaging in professional development</b>	Speech-language pathologist does not participate in professional development activities, even when such activities are clearly needed for the development of skills	Speech-language pathologist participates in the offered professional development activities provided by the speech department which are relevant to their caseload and discipline	Speech-language pathologist participates in all professional development activities relevant to the discipline and the needs of students on their caseload and discipline Speech-language pathologist seeks out professional development opportunities	Speech-language pathologist actively pursues professional development opportunities by attending all relevant meetings for the profession/ department/district requirements and makes a substantial contribution to the profession through such activities as presenting relevant information to colleagues during workshops
<b>4f~ Showing professionalism, including integrity, advocacy, and maintaining confidentiality</b>	Speech-language pathologist is not trustworthy or dependable in their interactions with colleagues, students, and the public, with more than two complaints and evidence of unprofessionalism documented towards the individual and violates norms of confidentiality  SLP does not comply with school, district, and/or cooperative regulations	Speech-language pathologist is trustworthy and dependable in interactions with colleagues, students, and the public, with one or two complaints and evidence of unprofessionalism documented towards the individual  SLP is an advocate for the students and does not violate norms of confidentiality  SLP complies minimally with school, district, and/or cooperative regulations doing just enough to get by	Speech-Language Pathologist is trustworthy and dependable  SLP maintains confidentiality in interactions with colleagues, students, and the public with no complaints or evidence of unprofessionalism documented  SLP advocates for students when needed  SLP has no violations of confidentiality documented  SLP maintains an open mind in team or departmental decision making  SLP complies fully with school, district, and/or cooperative regulations	Speech-Language Pathologist is trustworthy and dependable with no complaints or evidence of unprofessionalism documented  SLP is highly proactive in serving students and seeking out resources when needed  SLP takes a leadership role with colleagues to ensure that decisions are based on the highest professional standards  SLP complies fully with school district and/or cooperative regulation, taking a leadership role with colleagues

\*Modified from Charlotte Danielson's Framework for Teaching/Revised 7/2021

NEWARK UNIFIED SCHOOL DISTRICT  
Board Policy/Administrative Regulations

Series 4000  
Personnel

BP 4040

Employee Use of Technology

Current/Updated Board Policy can be found on the District Website at:

<https://www.newarkunified.org/board/board-policies/>

Series 4000  
Personnel

AR 4040

Employee Use of Technology

Current/Updated Board Policy can be found on the District Website at:

<https://www.newarkunified.org/board/board-policies/>



Newark Unified School District  
Class Size Limit Waiver

**Elementary:**

I, \_\_\_\_\_, hereby grant permission for my class size limit to be increased to \_\_\_\_\_ beyond the class size limit (but no more than the class size maximum) of allowed students as outlined in Article 8.2 of the negotiated agreement between the Newark Teachers Association and the Newark Unified School District. As stipulated in that agreement, I will receive a stipend of **\$150 per month** for each student over the class size limit beginning the seventeenth (17th) student attendance day and thereafter.

**Secondary:**

I, \_\_\_\_\_, hereby grant permission for my daily student contact limit to be increased to \_\_\_\_\_ beyond the maximum number of allowed students as outlined in Articles 8.4, 8.5, and 8.6 of the negotiated agreement between the Newark Teachers Association and the Newark Unified School District. As stipulated in that agreement, I will receive a stipend of \_\_\_\_\_ **\$60 per month** or \_\_\_\_\_ **\$70 per month** (check one) for each student over the daily student contact limit beginning the seventeenth (17th) student attendance day and thereafter.

\_\_\_\_\_  
Signature of Unit Member\*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Principal

\_\_\_\_\_  
Date

\*The unit member may consult an NTA representative prior to signing this waiver.

**Distribution:**

Human Resources

Principal

Newark Teachers Association

Teacher

MEMORANDUM OF UNDERSTANDING  
Between the Newark Unified School District and the  
Newark Teachers Association  
In-House Substituting for 2022-2023

Newark Unified School District ("District") and Newark Teachers Association ("District" or "Association") enter this Memorandum of Understanding (MOU) recognizing that currently there is a Guest Teacher (Substitute) shortage in NUSD and across the state.

**Background**

The District has been attempting to recruit substitutes to meet the District's needs, but has been unable to recruit the substitutes needed to fill the day to day, long-term, and official business demands for the 2022-2023 school year. In addition, teachers have been needed to fill-in as substitute teachers when one is not available.

Currently Article 13 Sections 13.6.1.4 and 13.12 regarding In-House Substitution states:

**13.6.1.4 In-House Substitution**

Site administration will make every effort to ensure that unit members who substitute during a preparation period will do so on a voluntary basis. Only after it has been determined that volunteers are unavailable will administration require unit members to substitute during his/her preparation period.

**13.12**

The in-house rate for substitution during a preparation period shall be \$40.00 for each period.

**Agreement**

On a one-time, non-precedent setting basis, for the period of August 10, 2022 to June 1, 2023, the District and Association agree as follows:

1. On Block days, the unit member will receive twice the in-house substitute rate per preparation period. At the time of this MOU, the in-house substitute rate is \$40.00. The district agrees to increase this rate to \$70.00, retroactive from August 10, 2022 and through the 2022-2023 school year.
2. The District will comply with CalSTRS' rules and regulations in reporting this additional pay, and makes no representations regarding the extent to which this additional pay will count toward unit members' pensions.
3. Each site will track eligible employees on a spreadsheet to be submitted to payroll monthly. A copy of these spreadsheets will be sent to NTA monthly after the pay period ends.
4. The District shall continue to advertise for and attempt to recruit and hire substitutes, and shall not use the extra pay provided by this MOU to avoid filling these vacancies.
5. This MOU is subject to approval by the Governing Board.
6. All certificated teachers will be required to be a part of the site rotation list, this includes all unit members with a classroom credential, i.e. RSP Teachers, ELD/Intervention Teachers, etc. Application of the rotation list shall be in a manner which promotes the assignment of substitute duties during preparation periods as equitably as possible.
7. The prep rotation list will be published and easily accessible to unit members as updated at the site.
8. Resource Specialists who are asked to sub during their assessment period/time and/or IEP writing period/time will be compensated for those periods/times as well as their prep.
9. This MOU is non-precedent setting and shall expire and have no ongoing effect on June 1, 2023, unless the parties agree in writing to extend its terms.
10. Alleged violations of this MOU shall be subject to Article 5 of the negotiated Agreement (Grievance and Arbitration Procedure).


This rate is for in-house substituting only. All other hourly work will be paid at the \$40.00 rate per the CBA.

For:

Newark Teachers Association

Newark Unified School District

 12-14-22  
Cheri Villa Date

 12/14/22  
Cathreene Ingham-Watters Date

 12/14/22  
David Hernandez, CTA Date

 December 14, 2022  
Gregory Dannis, DWK Date

Memorandum of Understanding (MOU)  
Between Newark Unified School District (NUSD)  
and  
Newark Teachers Association (NTA)  
Crossroads Independent Studies Program (CISP)  
2022-2023 School Year

This Memorandum of Understanding ("MOU") sets forth legal requirements and negotiable working conditions for the Crossroads Independent Studies Program ("CISP") in Newark Unified School District that vary from and/or are not covered by the current Collective Bargaining Agreement (CBA). The CBA shall be followed in all cases except for the specific areas described in this MOU.

This MOU will be in effect only during the 2022-2023 school year and will expire automatically on June 1, 2023. At any time during the period of this MOU, either party may request to meet and confer regarding compliance with this MOU, any updates in Board Policy/Administrative Regulations ("BP/AR") regarding independent study, and the CBA regarding implementation of this Program. Both parties agree to meet to discuss whether future legislation that mandates changes to the Independent Studies Program impacts negotiable working conditions in a manner not already covered by this MOU and the CBA.

I. LEGAL REQUIREMENTS: The District will comply with current legal requirements and BP/AR 6158 ("Independent Study"), copies of which are attached to this MOU and incorporated by reference.

II. Negotiable Working Conditions Not Covered by CBA

A. Class Size/Grade Spans/Compensation

Crossroads Independent Study Program is considered an alternative program. As such, consideration for class size limits and grade span limitations shall remain flexible.


A. 1. Class Size:

The district agrees to the following targets: 26:1 for elementary CISP teaching staff. If the enrollment in a single elementary CISP classroom exceeds 29 students, an overage of \$150 per student per month will be provided.


If, after giving priority of assignments to these individuals, there are additional Independent Study assignments available, the remaining assignments shall be filled per Article 10 of the CBA.

This Agreement shall remain in place through June 2, 2023, unless otherwise amended and agreed to by both parties.

For NTA:

  
Cheryl Villa 10-27-22

For NUSD:

  
Cathreene Ingham-Watters 10/27/22

  
David Hernandez, CTA 10/27/22

  
Gregory Dannis, DWK 10/27/2022

*Tentative Agreement*

**NUSD to NTA on March 31, 2023 @ 9:29 am**  
**NTA to NUSD on March 31, 2023 @ 10:57 a.m.**

*TA*  
*3/31/22*  
*11:50 am*

**SIDE LETTER BETWEEN  
 NEWARK UNIFIED SCHOOL DISTRICT AND  
 NEWARK TEACHERS ASSOCIATION**

**Sixth Grade Core Class Size at Newark Junior High School**

**March 31, 2023**

Prior to the start of the 2022-2023 school year, District and Association representatives collaborated to create a flexible schedule for sixth grade core classes at Newark Junior High School (NJHS). Subsequently, the District and Association reached a tentative agreement on Article 8 (Class Size) on October 11, 2022 during the course of successor contract negotiations.

Both parties agree that circumstances have changed at NJHS since the foregoing agreements were reached, and therefore agree to the following:

1. A subcommittee of District and NTA representatives shall meet for the purpose of collaboratively exploring changes to Article 8 (Class Size) as it applies to sixth grade core classes at NJHS to address issues that have arisen since the start of the 2022-2023 school year.
2. Teachers of core classes at NJHS shall be part of NTA's team on the subcommittee or will be involved as a resource to the subcommittee in order to provide direct input on the subject at hand.
3. The subcommittee shall complete its work and make recommendations to the District and Association **prior to the end of the 2022-2023 school year** ~~in sufficient time for implementation~~ **for at the start of the 2023-2024 school year.**
4. If the subcommittee agrees to the recommendations, they shall be deemed to have been approved by the District and Association. If there is any disagreement, the issues will be referred back to the leadership of both parties for resolution by the deadline set forth in this paragraph.
5. **Release time shall be provided to NTA committee members for the purpose of completing the task.**

For Newark Teachers Association

*[Signature]* *23-31-23*  
*[Signature]* *3/31/23*

For Newark Unified School District

*Catherine Watter*  
*[Signature]*

Newark Unified School District  
**CLAIM FORM**

Please fill out and return to:  
NUSD Business Services / 5715 Musick Avenue / Newark, CA 94560

Questions? Please call the Business Services  
Administrative Assistant at (510) 818-4115.

Today's Date: \_\_\_\_\_

*The undersigned hereby presents the following claim against the  
Newark Unified School District in accordance with provisions of  
Government Code Section 910.*

1. Claimant Name: \_\_\_\_\_  
Claimant Address: \_\_\_\_\_  
Claimant Telephone: \_\_\_\_\_  
Claimant Email: \_\_\_\_\_
2. Address to which notices from the District are to be directed: \_\_\_\_\_
3. Date of Incident: \_\_\_\_\_  
Time of Incident: \_\_\_\_\_  
Location of Incident: \_\_\_\_\_
4. Description of the incident or accident, including your reason for  
believing that the District is liable for your damages: \_\_\_\_\_

Newark Unified School District  
**CLAIM FORM**

5. Description of all damages you believe you have incurred as a result of the incident:
  
  
  
  
  
  
  
  
  
  
6. Name or names of any public employee or employees causing the injury, damage, or loss you are claiming:
  
  
  
  
  
  
  
  
  
  
7. The dollar amount of all damages you are claiming:  
*Please attach all estimates/invoices that are available.*
  
  
  
  
  
  
  
  
  
  
8. If the dollar amount in item 7 exceeds \$10,000.00 USD, is this a Limited Civil Case?  
*"Limited Civil Case" means the claim is for more than \$10,000.00 but less than \$25,000.00.  
If the dollar amount in item 7 exceeds \$25,000.00, it's an "Unlimited Civil Case."*
  
  
  
  
  
  
  
  
  
  
9. If this is a claim for indemnity, on what date were you served with the underlying lawsuit?

Signature of Claimant: \_\_\_\_\_

Signature Date: \_\_\_\_\_