

MEMORANDUM OF UNDERSTANDING #23
between the
FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT
and the
FOLSOM CORDOVA EDUCATION ASSOCIATION

Evaluation Pilot and New Evaluations Schedule
May 7, 2025

The Folsom Cordova Unified School District (“District”) and the Folsom Cordova Education Association (“FCEA”), collectively referred to as “the Parties,” enter into this Memorandum of Understanding (“MOU”) regarding pilot of the new evaluation model and update on the Evaluation Modifications MOU #2 from August 2023.

1. Pilot

- 1.1 The following schools will pilot the new evaluation model outlined in MOU #24:
Cordova Meadows, PJ Shields, Natoma Station, Alder Creek, Mills MS, Folsom MS, Folsom HS, and Vista del Lago HS.
- 1.2 All school sites participating in the pilot will receive prepared training on either the PD or Inservice day in August.
- 1.3 Each pilot site will be expected to have approximately one third ($\frac{1}{3}$) of their staff participating in evaluations.
 - 1.3.1 All temporary, probationary, and first year permanent teachers will be evaluated as outlined in the new model.
 - 1.3.2 Any permanent teacher currently on an improvement plan will also be evaluated.
 - 1.3.3 Permanent teachers may choose to volunteer.
 - 1.3.4 If there are still insufficient teachers participating, then a lottery system will be used to randomly select teachers from cohort one (1) until one third of staff are participating.
 - 1.3.5 Any non-student rostered certificated staff who are temporary or probationary at a piloting site will use the evaluation system from the previous CBA.
- 1.4 Participating teachers will be asked to complete several surveys during the pilot.
- 1.5 Any concerns that arise during the pilot from entries in TalentEd will be jointly heard by a temporary Evaluation Committee (EC) consisting of the Associate Superintendent of Human Resources, a designee; and the President of FCEA and designee.
- 1.6 Temporary and probationary certificated staff at non-piloting schools will continue to use the evaluation system from the previous CBA.
 - 1.6.1 All other permanent certificated staff in good standing will remain in evaluation abeyance through July 1, 2026.

2. New Evaluation Schedule

2.1 MOU #2, Evaluation Modifications placed evaluations in abeyance for permanent teachers in good standing through July 1, 2025, pending updated language. Due to this abeyance, all permanent teachers will need to be reset in their evaluation schedule. The cohorts described below are designed to break all permanent teachers into manageable groups; however, individual sites may need to adjust depending on the number of temporary or probationary teachers and the number of administrators/evaluators until all evaluations are caught up.

2.2 If a permanent teacher voluntarily participates in the pilot, then they will rejoin their cohort in subsequent rotation. If a lottery is used to select teachers from cohort one (1) to participate in the pilot, then they will rejoin their cohort on their subsequent evaluation year. If a lottery is needed, then all teachers in cohort one (1) will be entered and selected at random until a site has approximately one third ($\frac{1}{3}$) of its teacher staff participating in the pilot.

2.3 Schedule for resumption of evaluations for all certificated staff

2.3.1 2026-2027 Cohort 1: Permanent teachers who have been with the district for 2-8 years.

2027-2028 Cohort 2: Permanent teachers who have been with the district for 9-18 years.

2028-2029 Cohort 3: Permanent teachers who have been with the district for 19 or more years.

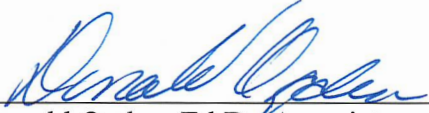
2.3.2 FCUSD Administrators are expected to complete frequent classroom visits and provide coaching to all staff.

2.3.3 If a supervisor determines a certificated staff member is in need of additional coaching, then they will re-enter the evaluation cycle.

The pilot for the new evaluation model will be in effect for the 2025-26 school year. Both Bargaining teams will review the survey results and determine if a second pilot year is needed by March 2026. The new evaluation schedule for permanent teachers will be in effect until all permanent teachers have been evaluated which should be completed by May 2029.

There are no costs associated with implementing this MOU.

FOR THE FOLSOM CORDOVA
UNIFIED SCHOOL DISTRICT

By: 
Donald Ogden, Ed.D., Associate
Superintendent Human Resources

Date: 5-15-2025

Board Approved: 06/05/2025

FOR THE FOLSOM CORDOVA
EDUCATION ASSOCIATION

By: 
Tracy Suter, FCEA
Executive Officer/Bargaining Chair

Date: 5-15-25

Appendix A

Evaluation Domains:

Draft: FCUSD Teacher Evaluation Overview of the 4 Key Domains	
Feedback - How do my students know what they should learn? How will I know what my students have learned? How can we acknowledge and encourage continued learning by students?	Content - What should students be learning? What are the instructional strategies I can use to best support their learning?
CSTP #5 Marzano Elements: #1, 2, 4, 5, 19, 32 - Communicates learning goals prior to learning - Communicates expectations prior to learning and during lessons - Performs informal assessments of the whole class to check for understanding - Tracks individual student progress over time and empowers students to track and monitor their own progress.	CSTP #3 & 4 Marzano Elements: #6-9, 12, 15-17, 22 - Uses collaborative learning strategies - Provides standards-based instruction that meets the needs of diverse learners - Guides students in previewing new content - Helps students process new information through a variety of modalities - Chunks content appropriately
Context - How do I structure my classroom to support and engage all students?	Professionalism - How can I grow my collaboration and leadership skills to improve students outcomes and manage my own time and energy effectively?
CSTP #1 & 2 Marzano Elements: #23-24, 33, 35, 38-39, 41 - Communicates high expectations - Establishes, reviews, and manages instruction through classroom rules, procedures, and routines - Engages students and monitors response rates - Monitors and responds to classroom behaviors - Builds relationships - Plans structures and systems to support students with diverse needs, including English learners and students with disabilities	CSTP #6 - Professional demeanor - Professional growth - Collaboration - Communication with families

Appendix B

Sites participating in the pilot for 2025-2026:

- Cordova Meadows Elementary
- Peter J. Shields Elementary
- Natoma Station Elementary
- Alder Creek Elementary
- Mitchell Middle School
- Folsom Middle School
- Folsom High School
- Vista del Lago High School

Job titles participating in the pilot for 2025-2026

- Classroom Teacher TK-12; General Education and Special Education
- Elementary Prep Teacher
- Teacher Special Day Class
- Educational Specialist Preschool/TK/K

Appendix C

Tentative Timeline for 2025-2026:

1. April 25, 2025: Applications Due for Advisors and Committee members
2. May 2025: Committees are formed & Committees review applicants for advisor positions.
3. August 7, 2025: First day of school.
4. August 15, 2025: By the end of the first full week of school, site administrators will notify any tenured teachers if this is an evaluation year and provide copies of the domains, rubrics, and access to the Peer Advisory application.
5. August 20, 2025: Advisor Evaluation Training
6. August 29, 2025: By the last Friday in August, evaluatees will complete a self-evaluation using the rubric provided in TalentEd. Advisors will meet with teachers to review the rubric and discuss goals for the year.
7. December 17, 2025: Committees review changes in tiers.
8. December 19, 2025: By the end of the last school week of December, advisors will have completed a minimum of four 10-minute observations. Within 5 days of each observation, the teacher and advisor will meet to discuss the observation, and the advisor will write a brief summary into Talent Ed documentation.
9. March 13, 2026: By March 15, at least two additional 10-minute observations by the advisor will be completed.
10. April 24, 2026: By the end of the last school week in April, a final evaluation will be completed in Talent Ed. The advisor will identify rubric placement with narrative to justify the placement in each of the four domains.
11. May 13, 2026: Committees review changes in tiers.

Appendix D

Rubric:

Domain	Marzano Element NASOT	Indicator	Not Observed	Developing	Applying <i>These teachers use best practices to support student learning</i>	Amplifying <i>These teachers move excellent practices beyond their own classroom walls</i>
Feedback	1	Communicates learning goals prior to learning		Uses learning targets but they may lack clarity or student-friendly language, resulting in inconsistent understanding among students.	Uses clear, student-friendly learning targets to communicate expected learning outcomes to students, and monitors student understanding of the learning target.	Collaborates with colleagues to develop and refine effective methods for using learning targets to advance student learning school-wide. Facilitates professional development on crafting engaging and student-accessible learning goals.
	1	Communicates expectations prior to and during learning		Uses some success criteria, such as scales, rubrics, or exemplars, to describe levels of performance relative to the learning goal	Consistently uses success criteria (e.g., scales, rubrics, exemplars) to describe performance levels. Monitors student understanding of success criteria and adjusts instruction accordingly.	Leads efforts to develop and align proficiency scales, rubrics, or exemplars. Integrates student voice in co-creating rubrics or success criteria. Creates exemplars that demonstrate multiple approaches to achieving high standards, highlighting creativity and innovation.
	4	Performs informal assessments of the whole class to check for understanding		Uses informal assessments to check and monitor whole class understanding.	Regularly uses a variety of quick, informal assessments (e.g., exit tickets, polls, questioning) to check understanding. Adjusts instruction based on whole class data.	Designs and shares strategies for performing informal assessments efficiently. Coaches colleagues on using informal assessments to drive differentiated instruction.
	2 5 19 32	Tracks individual student progress over time and empowers students to track and monitor their own progress.		Uses assessments to monitor individual student progress but inconsistently provides feedback or adapts instruction.	Uses a variety of timely assessments to monitor individual progress. Provides actionable, specific feedback to students. Adjusts individual instruction based on data and observations. Encourages students to set and revise personal learning goals based on data.	Develops and shares systems that allow students to track their own progress over time and reflect on their growth. Mentors colleagues in creating individualized progress tracking systems.
Domain	Marzano Element	Indicator	Not	Developing	Applying	Amplifying
Content	22	Uses collaborative learning strategies		Organizes students into groups without clear purpose, resulting in minimal engagement or learning. Struggles to monitor and support group interactions effectively.	Intentionally organizes students into groups to practice and deepen their knowledge. Monitors and adjusts group work to ensure it extends student learning. Designs and facilitates collaborative learning experiences that extend and deepen understanding.	Mentors colleagues in strategies like peer teaching, inquiry circles, and equitable participation. Innovates and shares grouping strategies to support diverse learning needs.
	12 9 16	Provides standards-based instruction that meets the needs of diverse learners		Delivers instruction that aligns with grade-level standards, but may use strategies inconsistently or misaligned to the standard.	Designs and delivers instruction aligned with grade-level standards. Incorporates varied strategies and resources to support all students in cognitively complex tasks while monitoring effectiveness.	Develops tools or exemplars for teams to enhance equitable, rigorous instruction. Mentors colleagues in designing and delivering high-quality, differentiated standards-based instruction.
	15	Guides students in previewing new content		Provides limited opportunities for students to preview or connect new content to prior learning.	Engages students in previewing strategies, such as inquiry-based questions or anticipatory guides, to deepen engagement that link new knowledge to prior learning. Monitors and adapts based on how students make connections.	Models advanced previewing strategies for peers and develops training on their use. Creates tools to help students link new learning with long-term retention.
	7 8 17	Helps students process new information through a variety of modalities		Engages students in basic recall or lower-level questioning activities, utilizes simple graphic organizers and note taking activities and struggles to support deeper understanding and connection to cognitive processing. Inconsistently monitors student understanding.	Consistently engages students in recording (writing, drawing, etc.), summarizing, predicting, and questioning activities while monitoring student understanding.	Mentors colleagues on integrating diverse modalities (visual, auditory, kinesthetic) into instruction. Develops resources or workshops on effective multi-modal teaching strategies.
	6	Chunks content appropriately		Breaks learning into chunks inconsistently or without considering or adapting to student needs. Struggles to scaffold content effectively.	Breaks new learning into small purposeful chunks based on student needs and monitors effectiveness adjusts scaffolding as needed.	Collaborates with and coaches colleagues on dynamic chunking strategies and scaffolding.
Domain	Marzano Element	Indicator	Not	Developing	Applying	Amplifying
Context	41	Communicates high expectations		Inconsistently communicates expectations, leading to varying levels of student understanding and engagement. Struggles to consistently enforce high standards for both learning and behavior. Often lacks clarity in how students can meet the standards.	Clearly and consistently communicates, monitors, and enforces high standards for learning and student behavior, ensuring students understand expectations. Adjusts communication methods to meet student needs and fosters engagement by showing how meeting these expectations is linked to academic and personal growth.	Mentors colleagues in setting and maintaining high standards across the school.
	33	Establishes, reviews, and manages instruction through classroom rules, procedures, and routines		Classroom routines and procedures are inconsistently applied, leading to disruptions and decreased academic learning time. Needs guidance in creating smooth transitions and maintaining consistent expectations. Some students may lack understanding of classroom expectations and routines.	Maximizes academic learning time by employing smooth transitions and consistent expectations regarding rules, procedures, and policies. Monitors student adherence to routines and provides feedback to keep the class on track. Creates a learning environment where students know what to expect and can engage in learning more effectively.	Coaches and supports peers in strategies to create efficient, engaging classroom environments.
	23 24	Engages students and monitors response rates		Inconsistently monitors student engagement, missing opportunities to address disengagement. Struggles to use response rate techniques effectively, which may lead to disengaged students being overlooked.	Scans the room, noting when students are not engaged, and takes action to maintain engagement. Uses response rate techniques (e.g., questioning, think-pair-share, or quick checks) to ensure all students are actively involved in learning. Adjusts teaching strategies to meet the needs of students based on engagement levels.	Provides support and coaching for peers on how to consistently monitor and increase student engagement in their own classrooms.
	35	Monitors and responds to classroom behaviors		Acknowledges positive behavior inconsistently and struggles to effectively respond to disruptive behaviors. Needs guidance in behavior management strategies.	Acknowledges positive student behavior and addresses disruptive behaviors in ways that maintain the classroom environment and learning momentum. Uses a variety of strategies (positive reinforcement, redirection, etc.) to manage behavior and ensure learning continues with minimal interruption.	Models advanced strategies for maintaining positive behavior and preventing disruptions. Coaches colleagues on how to maintain a proactive approach to classroom management, offering techniques that are both preventive and responsive to students' needs.
	38 39 41	Builds relationships		Needs support in fostering strong, meaningful relationships and may struggle with classroom management due to lack of rapport.	Shows caring, respect, and fairness for all students, establishing strong and supportive relationships that promote a positive learning environment. Actively listens to students and creates opportunities for them to share their thoughts and ideas, fostering a sense of belonging.	Models strategies for colleagues to foster meaningful connections in their own classrooms, promoting a culture of respect and inclusivity school-wide.
	41	Plans structures and systems to support students with diverse needs, including English Learners and students with disabilities		Recognizes gaps in achievement but struggles to design systems that provide equitable access for students with diverse needs.	Recognizes achievement and opportunity gaps among students and intentionally cultivates equitable access and opportunities for all students. Designs lessons with built-in flexibility to address the diverse needs of students, including English learners and those with disabilities.	
Domain	Marzano Element	Indicator	Not	Developing	Applying	Amplifying
Professionalism		Professional demeanor		May need reminders to uphold respectful, responsible conduct in specific situations. Occasionally misses deadlines or struggles to maintain accurate records.	Consistently demonstrates a professional demeanor by treating all students, colleagues, and families with respect and fairness. Maintains punctuality and reliability in all aspects, including attendance, paperwork, grading, correspondence, and commitments.	Serves as a support and coach for professionalism, time management, and organizational strategies.
		Professional growth		Participates in professional development sporadically or without integrating new knowledge into practice. Requires reminders or support to identify and pursue growth opportunities.	Continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).	Actively pursues advanced professional learning opportunities and shares expertise with colleagues to improve instructional practices school-wide.
		Collaboration		Contributes minimally to professional learning teams and may need guidance to engage productively. Maintains respectful interactions with staff but struggles with consistent collaboration or constructive communication.	Collaborates effectively with professional learning teams to analyze student work, plan lessons, and share evidence-based strategies. Contributes to team goals by providing thoughtful feedback, seeking input, and supporting shared initiatives.	Demonstrates leadership within professional learning teams by consistently contributing innovative ideas and actionable solutions. Builds strong, trusting relationships with colleagues, fostering a culture of collaboration, mutual respect, and shared accountability.
		Communication with families		Fails to communicate with families in a timely or consistent manner. May occasionally lack sensitivity to cultural or linguistic values.	Communicates promptly and professionally with families, ensuring all interactions are respectful and culturally sensitive. Proactively shares information about student progress, classroom events, and ways families can support learning at home.	Mentors peers on strategies to engage families and strengthen home-school relationships.