

Certificated Teacher Classroom Observation Form

**SIDE LETTER OF AGREEMENT
REGARDING CERTIFICATED EVALUATIONS
BETWEEN THE
WESTERN PLACER UNIFIED SCHOOL DISTRICT
AND THE
WESTERN PLACER TEACHERS ASSOCIATION**

The Western Placer Unified School District ("District") and the Western Placer Teachers Association ("WPTA") collectively referred to as the "Parties," enter into this agreement and agree as follows:

Introduction:

In order to update our evaluation process to reflect the most recent version of the California Standards of the Teaching Profession (2024), the District and WPTA agree to:

AGREEMENT

1. The attached Certificated Teacher evaluation form will be used for teacher classroom observations in place of the current form that is in Appendix C in the 2025-2028 Collective Bargaining Agreement (CBA) between the District and WPTA. The purposes of this form will be the same as currently outlined in the CBA.
2. While the formatting of the form may change based on the needs of online evaluation management systems, the content of the form will not change without such changes being explicitly bargained between the Parties.
3. No other element of Article XII: Certificated Personnel Evaluation from the CBA will be impacted by this side letter, and any other changes must be explicitly bargained by the District and WPTA.
4. The District and WPTA agree to negotiate prior to May 31, 2027, to discuss possible permanent inclusion of this form in the CBA Appendix C. The parties agree that Article XII: Certificated Personnel Evaluation will be open for reopener negotiations during the 2026/2027 school year, and that this will not count as a reopener for either party.
5. This agreement expires on June 30, 2027, and may be revisited at the request of either party.

*This agreement will be in place from the date it is signed by both parties and approved by the Board of Trustees.

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*Except as otherwise provided in this agreement, all other terms and conditions of the parties' collective bargaining agreement shall remain in full force and effect.

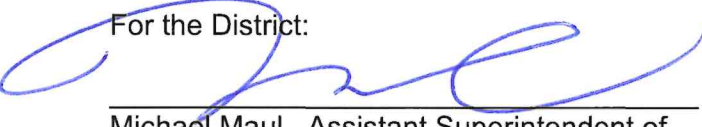
*This agreement establishes no past practice or precedence and shall be in effect upon ratification.

*In the event any term of this agreement shall, to any extent, be found to be invalid or unenforceable, the remainder of this agreement shall remain valid and enforceable.

*This agreement shall be governed by and controlled in accordance with the laws of the State of California.

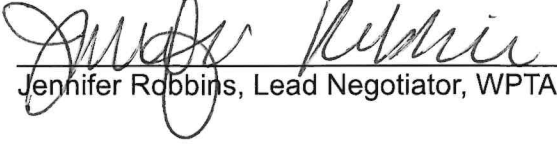
Dated: 7/28/26

For the District:


Michael Maul, Assistant Superintendent of
Personnel Services - WPUSD

Dated: 7/28/26

For the WPTA


Jennifer Robbins, Lead Negotiator, WPTA

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Task:

Teacher Name: required

[DirectReport.FullName]

Evaluator Name: required

[Evaluator.FullName]

Date: required

 Allowed format is MM/DD/YYYY Ex: 01/09/2026

Employment Status: required

The following information is derived using the Certificated Evaluation Rubric

Ratings:

4 Consistently exceeds the California Standards for the Teaching Profession - Exceeds District Standards

3 Meets and occasionally exceeds the California Standards for the Teaching Profession - Meets District Standards

2 Infrequently meets the California Standards for the Teaching Profession - Needs Improvement (See Areas for Future Growth Below)

1 Rarely meets the California Standards for the Teaching Profession (See Areas for Future Growth Below)

N Not Observed

ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING required

1

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3

4

N

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1A: Plans and implements student -centered learning perspectives that frame diversity as an educational asset and support all students in relevant and challenging experiences that explore students' identities and extend their learning.

☐ ☐ ☐ ☐ ☐

1B: Elicits and solicits knowledge of each student's assets and needs, including cognitive, cultural, linguistic, social-emotional, physical, and developmental capacities in the service of increasing active engagement in learning.

☐ ☐ ☐ ☐ ☐

1C: Meaningfully engages and forms partnerships with families, guardians, and caregivers in addressing each student's learning needs, health, and well being and is responsive to the range of economic, social, cultural, linguistic, and community factors that affect student development and learning.

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1D: Is responsive to students' diverse experiences, cultures, languages, identities, interests, strengths, and needs, and applies evidence-based principles that intentionally cultivate equitable access, opportunities, and positive outcomes for each student.

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CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

required

	1	2	3	4	N
2A: Guides learning through mutually respectful, supportive, and challenging experiences that result in each student's academic and social-emotional growth.	☐	☐	☐	☐	☐
2B: Communicates, models, practices, and sustains high standards of individual and group behavior that reflect, affirm, and respect diversity, and facilitates productive interactions to maximize opportunities for each student to learn and thrive.	☐	☐	☐	☐	☐
2C: Organizes and manages learning structures, processes, resources, and supports in order to provide a safe and productive learning environment in which each student can grow and thrive.	☐	☐	☐	☐	☐
2D: Builds on students' assets--students' abilities and talents, prior learning, peer/social group interactions, languages, culture, and family/community experiences--to ensure that students' identities are included in classroom interactions and future learning experiences.	☐	☐	☐	☐	☐

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UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING required

	1	2	3	4	N
3A: Identifies, organizes, and teaches key concepts, underlying themes, and relationships that address pre-K-12 state content standards and local subject and grade level expectations, and also promotes students' social-emotional and language development.	☐	☐	☐	☐	☐
3B: Engages students in real-world applications and leverages students' unique backgrounds, perspectives, and cultural identities to make learning authentic, relevant, and meaningful.	☐	☐	☐	☐	☐
3C: Designs and implements content and resources that enable equitable access for every learner, including those with more complex needs, to essential academic and social-emotional concepts, to promote each learner's growth.	☐	☐	☐	☐	☐
3D: Elevates learning experiences, enabling students to apply knowledge and skills across content areas to identify	☐	☐	☐	☐	☐

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issues, explore proposed solutions, and examine relevant, complex subject matter.

3E: Selects, uses, and adapts standards-aligned instructional materials, evidence-based resources, and varied technologies to increase content and social-emotional learning options that are accessible, equitable, and culturally responsive and sustaining for each student.

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PLANNING INSTRUCTION AND DESIGNING LEARNING ACTIVITIES FOR ALL STUDENTS

required

	1	2	3	4	N
4A: Shapes instructional plans that are informed by student goals, curriculum, evidence-based teaching strategies, materials, and resources attuned to the broad range of students' identities, prior knowledge, areas for growth, and interests.	☐	☐	☐	☐	☐
4B: Uses varied instructional practices to craft effective learning experiences focused on	☐	☐	☐	☐	☐

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the students they serve and the curriculum they teach.

4C: Advances student learning by employing varied instructional strategies and supports that help build students' knowledge and skills and that facilitate student engagement, well-being, and efficacy.

☐	☐	☐	☐	☐
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4D: Varies instructional practices to differentiate the kinds of student learning activities and levels of support needed to address the breadth of students' identified assets and needs.

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ASSESSING STUDENT LEARNING required

	1	2	3	4	N
5A: Understands different assessment types and purposes and uses multiple methods of assessing students to intentionally collect, analyze, and interpret information directed toward supporting each student's achievement and well-being.	☐	☐	☐	☐	☐

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5B: Applies varied data sources to access meaningful information for planning and differentiating student experiences, determining developmentally appropriate instructional practices and improving processes that equitably guide the growth of each student's academic and social-emotional learning.

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5C: Engages with students, families, and guardians, along with other teachers and specialists, to share student strengths and areas of improvement gathered from assessments and reaches common understanding about how to apply the information to support improvement goals and student progress.

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5D: Both individually and collaboratively evaluates and improves assessment methods to ensure equitable access, opportunities, resources, and outcomes for student learning and growth.

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