

AGREEMENT BETWEEN
GREEN DOT PUBLIC SCHOOLS
CALIFORNIA,
A CALIFORNIA NOT-FOR-PROFIT
CORPORATION
AND THE ASOCIACIÓN DE
MAESTROS
UNIDOS/CTA/NEA

Effective: Through
June 30, 2022

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Article I – Agreement

- 1.1 This Agreement is made and entered into by and between Green Dot Public Schools California, a non-profit public benefit California corporation, which together with its administrative staff and representatives shall be referred to in this Agreement as “GDPS” and the Asociación de Maestros Unidos, CTA/NEA, the certificated employees' exclusive representative, which together with its officers and representatives shall be referred to in this Agreement as "AMU."
- 1.2 This Agreement is entered into pursuant to Chapter 10.7, Sections 3540-3549 of the Government Code which shall be referred to as the "EERA."
- 1.3 This Agreement shall remain in full force and effect from July 1, 2019, until June 30, 2022.

Article II – Recognition

- 2.1 GDPS recognizes AMU as the exclusive representative of all Certificated employees for GDPS, excluding all day-to-day substitutes, all management, all confidential, and all supervisory personnel, as defined by the EERA

Article III – Definition

- 3.1 [Deleted.]
- 3.2 "AMU" means the Asociación de Maestros Unidos, CTA/NEA, its officers, and representatives. AMU is the exclusive representative of the certificated bargaining unit in GDPS.
- 3.4 "Unit Member" means any certificated employee of GDPS who is included in the appropriate unit as defined in Article II and therefore covered by the terms and provisions of this Agreement.
- 3.5 "Instructional Day(s)" means any day(s) pupils are present for instruction.
- 3.6 "Pupil-Free Day" means any day of service required of unit members for the purposes of staff development, preparation, planning, or other professional activity.
- 3.7 "Paid Leave of Absence" means that a unit member shall be entitled to receive wages and all fringe benefits, including, but not limited to, insurance and retirement benefits, return to the same or similar assignment which she/he enjoyed immediately preceding the commencement of the leave, and receive credit for annual salary increments provided during her/his leave.
- 3.8 “Immediate Family” means any spouse, domestic partner, mother (stepmother, mother-in-law), father (stepfather, father-in-law), daughter (stepdaughter, daughter-in-law), son (stepson, son-in-law), grandmother, grandfather, granddaughter, grandson, sister (stepsister, sister-in-law), brother (stepbrother, brother-in-law), niece, nephew, aunt, uncle, and any person living in the household of the unit member.
- 3.9 “Daily Rate of Pay” means the unit member’s annual scheduled salary divided by the number

of duty days required by the Agreement.

3.10 “Site” means a building or location where unit members work.

Article IV – Board Rights

4.1 It is understood and agreed that the Board retains all of its powers and authority to direct, manage and control to the full extent of the law. While input from the staff will be considered and decisions will be derived in a collaborative model; final decisions will rest with the Board.

The Board’s rights include, but are not limited to, the following rights to:

- Determine the school intention and overall program design as described in the charter;
- Establish educational policies with respects to admitting students;
- Determine staffing patterns and design;
- Determine the number of personnel and kinds of personnel required;
- Ensure the rights and educational opportunities of all students;
- Maintain Board operations; move or modify facilities;
- Establish budget procedures and determine budgetary allocations;
- Determine the methods of raising revenue;
- Contract out work and take action on any matter in the event of an emergency, consistent with any limitations in this Agreement.

4.2 The exercise of the foregoing powers, rights, authority, duties, responsibilities by the Board, 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 law.

4.3 The Board retains its right to amend, modify or rescind policies and practices referred to in this Agreement in cases of emergency, which shall be considered only when there is a clear and present danger to the safety of students or employees, or when failure to act would result in cessation of operation of the Board.

4.4 The Board understands that in the formative years of a school certain leeway and flexibilities are necessary to build it. The Board recognizes that for GDPS’s schools to succeed the Board and AMU must maintain fluid communication and a willingness to work out issues and concerns with students’ interests at the basis of each decision.

Article V – AMU Rights

5.1 AMU has the right under the Educational Employment Relations Act to represent bargaining unit members in their employment relations with the Board. Nothing in this Agreement shall be construed as a waiver of such rights.

5.2 GDPS Service

- 5.2.1 AMU shall have the right to use GDPS mail service and unit member mailboxes for communications to unit members without interference, censorship, or examination of such communications by GDPS.
- 5.2.2 AMU shall have the right to use GDPS electronic mail service and unit member electronic mailboxes for communications to unit members without interference, censorship, or examination of such communications by GDPS.
- 5.2.3 AMU shall have an electronic mailbox in the GDPS's electronic mail system.

5.3 Bulletin Boards

- 5.3.1 AMU shall have the right to post notices of activities and matters of AMU concern on AMU bulletin boards, at least one of which shall be provided in each building in areas frequented by unit members.
- 5.3.2 AMU shall have the right to post notices of activities and matters of AMU concern on electronic bulletin boards maintained by GDPS. Unit members shall have access to GDPS's bulletin boards at each unit member's workstation or classroom.

5.4 Use of Buildings and Equipment

- 5.4.1 AMU shall have the right to use GDPS buildings, sites, and equipment during all reasonable hours for meetings and other AMU activities.
- 5.4.2 AMU shall have the right to use GDPS educational technology equipment and/or studios so long as such use does not interfere with GDPS's regular instructional program. In the event any cost accrues to GDPS under this provision AMU shall reimburse GDPS that cost.
- 5.4.3 Long distance or toll calls related to AMU business shall be made on unit members' personal cell phones and reimbursed by AMU.

5.5 Appointment to GDPS and Joint Committees

AMU reserves the right to select unit member representatives to serve on all GDPS and site committees.

5.6 Reserved Meeting Times

GDPS agrees to provide forty-five (45) minutes per month of AMU time during weekly professional development allocation to be determined by a majority vote of unit members at the site. GDPS and Site Administration shall not schedule activities requiring the presence of AMU members during the period from 3:30 to 5:00 PM on the First Monday of each month. This time shall be reserved for the conduct of AMU business except when waived by express written mutual agreement of the parties.

5.7 AMU President & Officer Release Time

The AMU President shall have available 100% of his/her time released to perform AMU business. AMU will reimburse GDPS for thirty percent (30%) of the release time salary and fifty percent (50%) of health benefits. The AMU President will be given the option to return to the position held prior to assuming the Presidency.

In addition, all AMU officers shall have available thirty (30) total days per year for AMU business.

5.8 Set Aside Time for New Employee Orientation/Onboarding Meeting(s)

Prior to June 30, GDPS shall notify AMU of the time set aside in the next school year to be utilized by AMU during Teacher Induction Week to meet with new hires to discuss AMU membership/business. A minimum of thirty (30) minutes shall be set aside for this purpose.

For new hires during the school year, AMU shall receive not less than ten (10) calendar days' notice in advance of a GDPS orientation, except that a shorter notice may be provided in a specific instance where there is an urgent need critical to the GDPS' operations that was not reasonably foreseeable.

5.9 Newly Hired Employee Contact Information

AMU shall receive the name, job title, school location, telephone numbers on file with GDPS, email addresses on file with GDPS, and home address on file with GDPS of any newly hired employee within thirty (30) days of the date of hire or by the first pay period of the month following hire.

Article VI – Work Year And Hours of Employment

6.1 Work Year

Subject to section 26.1 of Article 26, the Unit Members will work up to one hundred ninety-three (193) days to include one hundred eighty-three (183) days of instruction, and ten (10) pupil free days. New teachers may have five (5) additional pupil free days.

6.1.1 Counselor Flex Calendar

Recognizing that a counselor's duties may require work outside of the work year scheduled for other unit members, each counselor and his/her principal may mutually agree on a flexible work calendar ("Flex Calendar") to address such needs. Counselors shall work the same number of days as other unit members during each school year (i.e. from July 1 to June 30). Flexible workdays may only be provided for purposes of attending college tours for students outside of the work year scheduled for other unit members and preparing a school's master calendar during Summer Break.

6.1.1.1 For each scheduled day attending a college tour outside of the work year scheduled for other unit members, the counselor will receive one flexible workday (i.e. a 1:1 ratio).

- 6.1.12 A principal may permit up to five flexible workdays for work during Summer Break for purposes of preparing a school's master calendar. For any additional time needed to prepare a school's master calendar, including during Winter Break, the counselor shall be paid at his/her hourly rate.
- 6.1.13 A Flex Calendar must be documented and signed by the counselor and his/her principal by the first Monday in June the following school year. Should no mutual agreement be reached by the first Monday in June, the counselor will work the same schedule as other unit members.

6.2 Work Day

- 6.2.1 The professional workday shall include the student day, staff meetings and time needed for preparation. For periods during which teachers are scheduled to teach, teachers shall be present in their classroom to meet and greet students and be prepared to teach before instruction is scheduled to commence. When unavoidable delays arise (e.g., use of restroom, required meeting with a student or administrator, etc.) teachers shall adhere to protocols recommended by the School's Culture Team or designated group. Unit members shall also notify the administration (via the School's designated process) when leaving campus during the school day.

Once or twice a week, as recommended by the School Site Calendar Committee and approved by GDPS, students will have a shortened day while teachers meet and plan together for an allotted amount of time set by each site. A committee made up of site administrators and teachers will create the staff development calendar for these meetings. Grade level and department meetings will each occur at least once per month and will be focused on collaboration and the needs of the grade level or department as determined by school site leadership committees in collaboration with school site administrators. If meetings are held in the morning, teachers will be released a reasonable amount of time before the start of school. In addition, staff meetings may be called after school to take up school business that was otherwise not completed in the regularly scheduled meetings. It is at the discretion of the principal to cancel these meetings. If appropriate according to administration, such meetings may offer an electronic participation option. When professional duties require a counselor to work substantially beyond the professional work day for issues related to student health and/or safety, then scheduling accommodations will be mutually agreed upon between the Principal and the counselor, upon request by the counselor.

- 6.2.2 For schools that utilize a schedule with six (6) academic periods, each fulltime teacher will be given the equivalent of 1/6 of the academic class schedule devoted to preparation time. For schools which utilize a schedule with seven academic periods, each fulltime teacher will be given the equivalent of 1/7 of the academic class schedule devoted to preparation time. One (1) 90-minute collaboration period ("Collaboration Period") per month will be given to teachers, providing individual planning time for auxiliary or non-academic classes (including but not limited to advisory, guidance, seminar, etc.). A Collaboration Period is a period during the typical school day where students are not in teacher supervised classes, and is typically established through an early release or late start time on the student schedule. In order to ensure that all teachers receive this monthly allocation of planning time,

Calendar Committees are required to schedule at least one 90-minute Collaboration Period per month, except as noted below. For August, December and June, due to the unique nature of the start of the school year and the end of each semester, the Collaboration Period given to teachers for individual planning time will be limited to 45 minutes. Unit members teaching a 50% or greater schedule shall receive a pro-rated amount of preparation time. While the goal is that preparation time is provided on a regular basis, it is understood by the parties that variations in the provision of preparation time may occur from site to site. Preparation time includes pupil free time during the workday excluding professional development and staff meeting times. Preparation time is not for personal business or conducting personal appointments.

- 6.2.3 For full-time unit members, there will be a duty-free lunch period that is equivalent to that of the students but not less than 30 minutes. Supervisor and counselor shall agree upon a duty-free lunch period.
- 6.2.4 Unit members who travel from one school to another on a regular basis shall have the same rights to a planning/preparation period, lunch period, and physical relief breaks as do other unit members. Adequate time to travel between sites shall be provided. Further, unit members shall be reimbursed for actual miles driven between sites at the current IRS mileage rate.

Article VII – Savings

- 7.1 If any provision of this Agreement is held to be contrary to law by a court of competent jurisdiction, then such provisions shall not be deemed valid and subsisting, except to the extent permitted by law; but all other provisions or applications shall continue in full force and effect.
- 7.2 It is further agreed that within twenty (20) days of receipt of notification of the court's decision, negotiations shall commence regarding matters related to such provision.

Article VIII – Statutory Changes

- 8.1 Improvements in benefits included in this Agreement which is brought about by the amendment or addition of statutory guarantees now provided in California or federal law shall be incorporated into this Agreement.
- 8.2 Reduction or elimination of benefits which are brought about by the amendment or repeal of statutory guarantees incorporated into this Agreement shall obligate the parties within ten (10) days of such amendment or repeal to negotiate whether or not such amendments or repeals shall be incorporated into this Agreement. Absent an agreement, no reduction or elimination of statutory guarantees of benefits included in this Agreement shall apply.

Article IX – Professional Responsibilities

- 9.1 It is understood and agreed that AMU retains the power and authority to lead students to academic success; work collaboratively and team teach; participate in school leadership and parent outreach; and organize students toward community service. To the extent possible input from the Board will be considered for all issues when appropriate.

- 9.2 AMU retains the right to question policies and decisions and will expect, in situations where mistakes are made, that remedies will be discussed and worked out for future so that mistakes will not be repeated. AMU understands that in the formative years of a school, certain flexibilities are necessary to build a school. AMU recognizes that for GDPS to succeed AMU and the Board must maintain fluid communication and a willingness to work out issues and concerns with students' interests at the basis of each decision.

Article X – Discrimination

- 10.1 The Board will comply with all applicable state and federal law regarding discrimination and will maintain a comprehensive process to ensure any employee with a complaint or concern may bring such matters to the School's attention for resolution. Further, nothing in this Article shall constitute a waiver of a unit member's rights to process a discrimination claim through an appropriate government agency, or a court of competent jurisdiction.
- 10.2 Application forms and oral interview procedures shall not refer to membership in or preferences for employee organizations.

Article XI – Maintenance of Standards

- 11.1 The Board shall not unilaterally reduce or eliminate any benefits or professional advantages, which were enjoyed by unit members as of the effective date of this Agreement.
- 11.2 This Agreement shall supersede any rules, regulations, or practices of the Board, except as provided in Section 11.1 above, which are, or may in the future be, contrary to or inconsistent with the express terms of this Agreement.
- 11.3 The parties to this Agreement shall not interpret or apply this Agreement, any of its terms, or the work rules, which implement this Agreement in a manner that is arbitrary, capricious, or discriminatory.
- 11.4 The parties shall administer this Agreement, all its terms, and the work rules, which implement this Agreement with uniform application and effect taking into account all relevant facts and circumstances. The parties shall treat all bargaining unit members equitably in the interpretation of this Agreement, its terms, and the work rules, which implement this Agreement.

Article XII – Modification or Waiver of Provisions

- 12.1 The Parties to this agreement recognize that there may exist circumstances where specific modifications or waiver of provisions may be mutually deemed desirable. Such agreements to modify or waive provisions shall be specific as to the provisions affected, set forth in writing, signed and dated by the parties.

Article XIII – Grievance Procedures

Green Dot encourages free and open communication from employees and other individuals and groups within the community regarding compliments, suggestions, questions, and complaints about

any part of the school program or any Green Dot employee

13.1 Definitions

13.1.1 A “grievance” is a claim by one or more unit members or the Asociación that there has been a violation, misinterpretation or misapplication of a provision of this Agreement, a violation of the right to fair treatment, or a violation, misapplication, or misinterpretation of any Board policy, or regulation.

13.1.2 The “grievant” is the unit member, unit members, or the Asociación making the claim.

13.1.3 For purposes of this Article XIII, a “work day” is a day in which Green Dot’s Home Office is open for regular business.

13.2 Rights of Representation

A grievant may be represented at all stages of the grievance by an Asociación representative(s).

13.3 No Reprisals

No reprisals of any kind will be taken by the Board or by any member or representative of the administration or the Board against any grievant, any party in interest, any bargaining unit member, the Asociación, or any other participant in the grievance procedure by reason of such participation.

13.4 Procedures

If a unit member has a grievance, it helps to bring it to the attention of the correct people. In general, if a unit member has a grievance that does not involve discrimination or harassment, the unit member should communicate first with the school and then with the appropriate person in the GDPS administration. Should a “work day” fall upon a day in which unit members are on a scheduled break (i.e., Summer, Winter, and Spring Breaks), the grievant and Green Dot may agree mutually to toll the timelines set forth in this Article 13.4 until the unit member returns from the scheduled break. Please follow the steps below:

Informal Level

13.4.1 Every effort should be made to resolve the grievance informally between the grievant and the supervisor involved. A conference between the grievant and the supervisor shall take place within ten (10) work days of the occurrence or omission which caused the grievance.

Level One: Principal

13.4.2 If the grievance is not resolved with the grievant, a concise summary of the grievance shall be submitted to the principal in writing within ten (10) work days from the initial conference, detailing the article or articles of the contract allegedly violated and any supporting documents or materials. A conference shall take place within ten (10) work

days of submission of the grievance summary. A written response will be returned by the principal within ten (10) work days of the conference.

Level Two: Chief Academic Officer or Designee

- 13.4.3 If the grievance is not resolved with the grievant, the grievant may appeal to the Chief Academic Officer or designee within ten (10) work days from the date of receipt of the principal's written responses. The Chief Academic Officer will then facilitate another meeting to attempt to resolve the grievance. Resolution of the grievance will be discussed, and a written response will be returned within ten (10) work days of the conference.

Level Three: Mediation

- 13.4.4 If the grievance is not resolved with the grievant, within ten (10) work days of the date of GDPS' Level Two written response, either party may request that a conciliator/mediator from the California State Mediation & Conciliation Service or any other mutually agreeable dispute resolution center, be assigned to assist the parties in the resolution of the grievance.
- 13.4.5 Unless impractical, the mediator, within ten (10) work days of the request shall meet with the parties for the purpose of resolving the grievance.
- 13.4.6 If an agreement is reached, the agreement shall be reduced to writing and shall be signed by the parties. This agreement shall be nonprecedential and shall constitute a settlement of the grievance.
- 13.4.7 All costs for the services of the conciliator/mediator, including but not limited to, per diem expenses, travel and subsistence expenses, and the cost, if any, of a conference room, shall be borne equally by GDPS and AMU. All other costs, except for released-time for the grievant(s), AMU representative(s), and witnesses, shall be borne by the party incurring them.

Level Four: GDPS's Board's Executive Committee or Designee

- 13.4.8 If the grievance is not resolved with the grievant, the grievant may appeal to the GDPS's Board's Executive Committee or, if determined by the Executive Committee, its designee (e.g., Designated Discipline Appeal Committee). The Executive Committee or designee will facilitate a meeting in an attempt to resolve the grievance. This meeting is not an evidentiary hearing. In the event that the issue cannot be resolved by GDPS's Board's Executive Committee within thirty (30) days of the conference, the grievance may be taken to arbitration as detailed in Article 13.4.9.

Level Five: Binding Arbitration

- 13.4.9 In the event that the grievance is taken to arbitration pursuant to Article 13.4.8, the parties shall seek an arbitrator from the State Mediation and Conciliation Service.
- 13.4.10 The decision of the arbitrator shall be submitted to AMU and GDPS and will be final

and binding upon the parties. If any question arises as to the arbitrability of the grievance, such question will be ruled upon by the arbitrator only after she/he has had an opportunity to hear the merits of the grievance.

13.4.11 All costs for the services of the arbitration, including but not limited to, per diem expenses, travel and subsistence expenses, and the cost, if any, of a hearing room, shall be borne equally by GDPS and AMU. All other costs, except for released-time for the grievant(s), AMU representative(s), and witnesses, shall be borne by the party incurring them.

13.5 Miscellaneous

13.5.1 AMU, either in its own behalf or in behalf of more than one affected unit member, may initiate a grievance at 13.4.1.

13.5.2 If a grievance arises from action or inaction of GDPS at a level above the principal, the grievant shall submit such grievance in writing directly to the Vice president of Human Capital.

13.5.3 When it is necessary for a representative designated by AMU to investigate a grievance or attend a grievance meeting or hearing during the day, she/he shall be released without loss of pay in order to permit participation in the foregoing activities. Any unit member who is requested to appear in such investigations, meetings, or hearings as a witness will be accorded the same right.

13.5.4 Except for disciplinary records and attachments deemed valid by an arbitrator, all documents, communications and records dealing with the processing of a grievance shall be filed in a separate grievance file and will not be kept in the personnel file of any unit member.

13.5.5 Upon mutual agreement of AMU and GDPS, a grievance may be taken directly to conciliation/mediation.

Article XIV – Safety Conditions

141 Employees shall be responsible to report, in writing to his/her immediate supervisor any unsafe, hazardous, unhealthy, or potentially dangerous working condition. A response will be provided to the employee within a time frame, which reflects the urgency of the concern, but in no event later than two weeks.

142 GDPS shall assume the responsibility to investigate all conditions, which are reported to be unsafe, hazardous, unhealthy, or potentially dangerous and shall take necessary steps to have the conditions remedied. GDPS shall institute such emergency safety precautions as deemed necessary.

143 Unit members who elect to drive students on an extra-curricular field trip shall have the prior approval of the principal. All drivers shall present a valid driver's license and proof of liability insurance. As required by State Law, in case of an accident the driver's insurance shall be primary; GDPS's insurance shall be secondary.

- 144 Employees shall continue to assume liability for their own vehicles.
- 145 Should a unit member's vehicle be damaged or stolen on school property, GDPS will reimburse the employee up to the amount of their deductible or \$500, whichever is lesser. The burden of proof for demonstrating that the damage occurred on school property shall rest on the employee.
- 146 Personal property, which is to be used within the classroom for instructional purposes, must be registered in the school office and authorized by the administrator in charge before being brought onto the campus. All such items must be insured by the unit member. GDPS will be responsible for damages or theft to said items up to the amount of the insurance deductible.
- 147 Unit members shall immediately report cases of assault or attacks suffered in connection with their employment to their principal or assistant principal and to the local law enforcement. There shall be no reprisals to the unit member for making reports to law enforcement. The Board or designee shall comply with any reasonable request from the unit member for information in the possession of the Board relating to the incident or the persons involved and shall act in appropriate ways as liaison between the unit member, local law enforcement and the courts.
- 148 In responding to disruptive persons on campus, unit members may request GDPS to take appropriate action to eliminate such disruption. Such action to be taken shall be in the discretion of GDPS but may include ouster (removal) measures or possibly injunctive (restraining order) relief.
- 149 Unit members will be notified of any known instances of the following for students assigned to their individual caseloads/teacher rosters: pending or current suspension or expulsions, or any criminal convictions involving threat of violence or violence. When a pupil has been referred to a school's administrative office by a unit member for behavior that is physically dangerous or repeatedly disruptive, which cannot be addressed through appropriate classroom management and intervention strategies, an administrator or designee shall contact the unit member to explain any steps that were taken by the administrator or designee and discuss returning the pupil to the classroom prior to the pupil's actual return to the classroom.

14.10 Safety Committee

14.10.1 A Safety Committee shall be established and convene no less than quarterly each school year to review and make recommendations to GDPS regarding safety concerns, policies, and related protocols.

14.10.2 AMU shall be entitled to two (2) representatives on the Safety Committee, and the following stakeholders shall be offered membership on the Safety Committee: two (2) ACEA representatives; GDPS's Chief Business Officer or designee; GDPS's Security Manager or equivalent position; two (2) school site administrators; and a GDPS Area Superintendent. The parties may add members to the Safety Committee as mutually agreed upon by AMU and GDPS. Following the Safety Committee meetings each quarter, minutes for such meetings shall be distributed to school sites, and AMU Site Representatives and Administrators shall meet to discuss implications

for their school sites.

14.10.3 The comprehensive school safety plan and related materials shall be annually available to the Safety Committee and unit members, prior to the first day of instruction each day.

Article XV – Class Size

- 15.1 The Board shall maintain a staffing ratio of no more than twenty-four (24) pupils to one full time classroom teacher.
- 15.2 While a discussion of possible amelioratory measures may occur at any time, if any individual class exceeds thirty-three (33) students (or any intervention classes as defined herein that exceed 27) for 20 consecutive school days, there shall be a conference between the affected teacher and the principal. Through this dialogue amelioratory measures will be offered (unless declined by the unit member), e.g., lower class sizes in other sections, instructional aide support, limited adjunct supervisory duties, additional curricular support materials, stipends or other ideas which may come into the discussion. Appendix C will be signed by both parties and filed with Human Resources and AMU.

An intervention class is defined as a Math or Literacy support class. For stipends as referenced herein, the stipend amount is based on the contractual teacher hourly rate of \$35.00 or a maximum of \$280.00. This stipend may be provided each semester and may be nullified if the class size does not exceed the contractual cap after a semester.

- 15.3 Based on the GDPS board approved enrollment in each campus' budget, if any high school counselor case load exceeds 350 students, there will be a conference between the affected counselor and the principal. If any middle school counselor caseload exceeds 400 students, there will be a conference between the affected counselor and principal. Through this dialogue amelioratory measures shall be offered (unless declined by the unit member). Due to the site-specific differences, the parties understand that amelioratory measures offered may vary from site to site.

Article XVI – Organizational Security

16.1 Dues Deduction

- 16.1.1 The right of payroll deduction for payment of membership dues, initiation fees, and general assessments shall be accorded exclusively to AMU. AMU shall provide written notice of all member names and amounts to be deducted to GDPS, and GDPS shall make all necessary deductions. Membership dues, initiation fees, and general assessments shall be increased or decreased upon written notification from AMU to GDPS with a copy of the notification of the change which was sent by AMU to the affected employees.
- 16.1.2 Any unit member who is a member of AMU or who has applied for membership may sign and deliver to AMU authorization for deduction of membership dues, initiation fees, and general assessments of AMU. Pursuant to such authorization, GDPS shall deduct the amounts specified by AMU. Deductions for unit members who sign such

authorization after the commencement of the school year shall be appropriately prorated to complete payments by the end of the school year.

16.1.3 With respect to all sums deducted by GDPS pursuant to Section 16.1.2 above, GDPS agrees to remit such moneys promptly to CTA accompanied by an alphabetical list of unit members, including their names, addresses, and work locations for whom such deductions have been made, and indicating any changes in personnel from the list previously furnished.

16.2 Information

AMU and GDPS agree to furnish to each other any information needed to fulfill the provisions of this Article.

16.3 Indemnification

AMU shall indemnify, defend, and hold harmless GDPS for any court action, administrative action, or claim regarding payroll deductions (including the amount of such deductions) made pursuant to this Article.

Article XVII – Discipline

17.1 **Employment Rights:** Except for substitutes or temporary employees as described herein, no regular unit member shall be disciplined, non-renewed, dismissed, reduced in rank or compensation without just cause.

17.2 **Coaches, Substitutes & Temporary Employees:** Coaching assignments, substitutes and temporary employees are hired on an at-will basis and are not subject to these just cause procedures. Employees serving as substitutes (90 consecutive days or less per school year) or temporary (serving over 90 consecutive days in a school year) employees are defined as employees hired and assigned to cover absences of regular employees or to cover unexpected vacancies which occur during the school year. Such substitute/temporary assignments utilized to cover absences/vacancies during the school year shall not extend beyond the school year in which they are made.

When a temporary teacher is utilized for at least 75% of a school year and hired in the following school year, he or she shall be hired as a regular employee.

Following 30 days of employment as a temporary employee, pursuant to Article XVI Organizational Security, such employees shall become members of AMU, except that such employees (during temporary status) shall not be afforded just cause discipline rights as stated above, the work year provisions of Article VI, Article XX Assignments, Article XXI Evaluation, Article XXV Leave Provisions and Article XXVII Layoffs. Temporary employees will receive one day of sick leave for each month served. At a minimum, GDPS administration shall conduct an informal observation of each temporary employee and provide feedback every eight weeks.

17.3. **Just Cause Process:** As such, GDPS retains the right to discipline unit members provided its reason is based upon just cause (including progressive discipline), as specified herein. The

following are just causes for discipline that include but are not limited to:

- 173.1 Unsatisfactory performance as defined by this Agreement's article concerning evaluation;
 - 173.2 Dishonesty, including any falsifying of employment records, employment information, or other school records;
 - 173.3 Theft or deliberate or careless damage or destruction of any school property, or the property of any employee or student;
 - 173.4 Possession of any firearms or any other dangerous weapons on school premises at any time;
 - 173.5 Possession or use of any intoxicant on school grounds, including alcohol or controlled substances (unless such substances are supported by a valid prescription);
 - 173.6 Conviction of any felony or crime of moral turpitude;
 - 173.7 Insubordination, including but not limited to failure or refusal to obey the orders or instructions of a supervisor or member of management;
 - 173.8 Absence without leave or abuse of leave privileges;
 - 173.9 Unprofessional conduct;
 - 173.10 Violating any safety, health, security or school policy, rule, or procedure or engaging in any conduct which risks injury to the employee or others;
 - 173.11 Committing of or involvement in any act of unlawful harassment of another individual;
 - 173.12 Failure to maintain appropriate credential(s) required for the position;
 - 173.13 Abandonment of position.
- 17.4 **Progressive Discipline:** Absent egregious conduct, GDPS shall utilize a discipline process which includes the following progression: verbal warning; written warning; written reprimand; suspension without pay; and termination.

17.4.1 Verbal Warning

A verbal warning may result in a written summary thereafter by the administrator. In such instances, the summary shall confirm the matter is a verbal, not a written warning. This written summary shall not be entered into the unit member's personnel file unless in the event of subsequent discipline, the matter is referenced by GDPS.

17.4.2 Written Warning

A written warning may be issued when the verbal warning fails to bring about the proper conduct. Within ten (10) work days of receipt of the written warning, the employee has the right to provide a written response which shall be attached to warning.

17.4.3 Written Reprimand

Unless conduct warrants a written reprimand in the first instance, a written reprimand shall not be used unless the employee has been warned about similar actions within the last four (4) proceeding years. Within ten (10) work days of receipt of the written reprimand, the employee has the right to provide a written response which shall be attached to the reprimand.

17.4.4 Suspension Without Pay

Suspension may be without pay but shall not reduce or deprive the employee of seniority or any other benefits. Any suspension shall not exceed fifteen (15) work days.

- 17.5 **Discipline Without Progression:** Nothing in this Article shall prohibit the use of a more serious discipline consequence in the first instance (violation) when an offense so warrants. Specifically, a unit member may be suspended without pay or dismissed from employment in instances where the offense is serious or egregious.
- 17.6 **Suspension or Dismissal Process:** Suspension without pay or dismissal for all other offenses shall be initiated in writing by the Vice President of Human Capital providing Notice of Recommended Discipline (“Recommendation”) and serving such Recommendation upon the unit member in person or by certified mail. The Recommendation shall contain a statement, in ordinary language, of the factual basis upon which the disciplinary action is based, any rule or regulation alleged to have been violated, and the proposed penalty. The unit member shall also be given a copy of any documentary materials upon which such action is based and a statement of the unit member’s right to respond, verbally and in writing, within five (5) working days prior to the proposed discipline being imposed, unless by agreement of both the Vice President of Human Capital and the employee, this deadline is extended. Following this period, the Vice President of Human Capital may provide Notice of Discipline to be served upon the unit member in person or by certified mail.
- 17.7 **Appeal of Suspension:** For suspensions without pay, the Notice of Suspension shall be final. If the unit member wishes to grieve the suspension, he or she may request a meeting with the Chief Academic Officer (“CAO”) pursuant to the procedures below (see Appeal of Dismissal) but such meeting will constitute the initiation of the grievance process. If the employee chooses to be accompanied by legal counsel and/or an AMU representative at such meeting, the employee shall bear any cost therein involved. If the unit member is not satisfied with the decision of the CAO, within ten (10) work days, he or she may then directly proceed to the grievance procedures commencing with Article 13.4.4 (Mediation).
- 17.8 **Appeal of Dismissal:** If the unit member wishes to appeal the imposition of a dismissal action, the appeal must be filed with the CAO within ten (10) work days from the time the Notice of Dismissal is served on the employee. The appeal must be made in writing and

delivered to the office of the CAO.

Upon appeal, the employee shall be entitled to appear personally before the CAO or designee to present any evidence or testimony to contest the Notice of Dismissal. This appeal to the CAO or designee is not an evidentiary hearing. If the employee chooses to be accompanied by legal counsel and/or an AMU representative at such meeting, the employee shall bear any cost therein involved. The employee shall be provided a written decision setting forth the decision of the CAO.

The CAO or designee shall render a written decision within ten (10) work days of the completion of the hearing. If the unit member is not satisfied with the decision of the CAO, within ten (10) work days, he or she may then directly proceed the grievance procedures commencing with Article 13.4.4 (Mediation).

- 17.9 **Reference to or Reliance upon the Education Code:** The parties expressly agree that the Education Code provisions for certificated discipline (suspension or dismissal) and interpreting case law do not apply to GDPS.

Article XVIII – Retirement

- 18.1 All unit members shall be participants in the State Teachers Retirement System.

Article XIX – Subcontracting

- 19.1 The parties to this agreement recognize that the duties and work performed by the bargaining unit described in Article II above shall be performed only by unit members and shall not be subcontracted or otherwise transferred out of the bargaining unit
- 19.2 Any changes to this provision shall be subject to the meeting and negotiating process described in the Educational Employment Relations Act.
- 19.3 The appropriateness of the placement of any newly created position shall first be discussed by the parties and then subject to the unit clarification provisions of the Educational Employment Relations Act.
- 19.4 The parties recognize that this article is intended to preserve work currently performed by members of the bargaining unit and to provide a process to determine appropriate placement of newly created positions. Nothing in this article is intended to change current GDPS practices regarding the hiring of employees.

Article XX – Assignments and Transfers

20.1 Definitions

An “Assignment” is the placement of a unit member in a course for which they hold an appropriate credential.

A “Re-assignment” is the movement of a unit member from one course or subject area to another or from one grade level to another.

A “Transfer” is move from one Green Dot School Site to another. The transfer may involve a change in grades or subject area as long as the move involves changing worksite.

An “Incumbent unit member” is a currently employed, credentialed unit member.

A “Vacancy” is any position that does not have a unit member assigned to it. This includes any vacated, promotional or newly created position whose work is part of the bargaining unit.

20.2 Assignments

20.2.1 On or before January 15th of each year, the Board will distribute to all unit members a notice of intent to return. On or before February 14 of each year all bargaining unit members must sign a notice of intent to return in order to assure assignment with Green Dot for the following school year. Members who indicate that they do not intend to return may change their election until March 1st of each year and will be assured an assignment for the following year. The unit member and Green Dot may extend the March 1st deadline by mutual written agreement. The notice of intent to return may include a statement of preferred assignment for the following school year. Absent such a statement, the assumption is that the bargaining unit member desires to continue in their current assignment, and, if they have satisfactory evaluations, shall be so assigned.

20.2.2 In determining initial assignments for the following year for teachers desiring a change within their existing department the following procedure shall be followed.

On or before April 1st of each year, the Board shall provide each Department with the list of classes for the following year. Each Department shall meet to mutually determine initial assignments for the following year. The Department shall present the list of initial assignments to the principal on or before April 14th of each year, including any positions remaining open.

20.2.3 Following the posting of open positions and the initial hiring of new certificated personnel, the initial assignments may be reviewed. Department members will consult with the goal of reaching mutual agreement on final assignments for the following year.

20.2.4 In the event that mutual agreement is not reached in either of the preceding sections, the Board shall make the final determination on assignments using the following criteria:

- Legal requirements and qualifications
- Satisfactory evaluation
- Expertise and relevant experience

In the absence of substantial distinguishing differences in the above criteria, length of service at the site shall be the determining factor.

20.3 Reassignments

In determining initial assignments for the following year for teachers desiring a reassignment outside their existing department the following procedure shall be followed.

- The opening shall be posted as part of the open hiring process
- Preference shall be given to incumbent unit members with satisfactory performance and appropriate credentialing by the Hiring Committee.
- The Hiring Committee shall make a recommendation on hiring to the Board
- The Board will hire based on the recommendation of the Hiring Committee and the principal.

Unit members shall be notified of their final assignments for the next school year on or before June 1.

If a request for reassignment is denied, the unit member, upon request, shall be granted a meeting with the administrator who denied the request to discuss the reason(s) for the denial. Following the meeting the unit member shall, upon request, receive written reason(s) for the denial.

20.4 Voluntary Transfers

Requests for voluntary transfers for the upcoming school year shall be made as a part of the unit member's completion of the Notice of Intent to Return (Art. 20.2.1). After June 30 and upon the posting of a vacancy during the school year, a unit member may submit a request for transfer to occur within the same school year only with the approval of the Principal of the unit member's current school.

In determining whether to grant a request for a voluntary transfer, the following procedure shall be followed for unit members with at least a current "Effective" performance rating.

- Any unit member who has expressed an interest in, and is eligible for, a voluntary transfer will be provided access to a GDPS platform that will be updated by GDPS promptly once vacancies occur.
- Unit members seeking a voluntary transfer shall contact a Principal promptly to express interest in a vacancy, but in no event later than five work days from the date that the open position was posted to the GDPS platform.
- An opportunity to interview shall be given to incumbent unit members with a current "Effective" performance rating and appropriate credentialing. The interview will include the following:
 - a meeting with the principal (unit member choice of either an in-person meeting or a teleconference) with questions provided by the Principal in advance;
 - a demonstration lesson (unit member choice of either an in-person meeting or a video submission); and
 - an in-person interview with the school's Hiring Committee as constituted in Article 31.5.
- In the instance of a first-year unit member or if a unit member's evaluation scores do not exist, GDPS and AMU may waive the "Effective" performance rating requirement.
- The Hiring Committee shall make a recommendation on hiring to GDPS.

- GDPS shall hire based on the recommendation of the Hiring Committee and the Principal.

Unit members who have less than a current “Effective” performance rating shall not be eligible for a voluntary transfer.

GDPS shall, upon request of the unit member, deliver in writing, the reason(s) that the unit member was not selected to fill the vacancy.

20.5 Involuntary Transfers

Involuntary transfers may only be made for just-cause and if no qualified voluntary applicants come forward.

20.6 Vacancies

Upon knowledge of vacancies, GDPS shall deliver to the Asociación and post at all work sites a list of all vacancies for the next school year that they are aware of. The list shall contain:

- A closing date, which is at least ten (10) working days following the posting date
- A job description
- Credentials and qualifications necessary to meet the requirements of the position

Unit members shall, upon request, be notified by mail of any vacancies which may arise during the summer recess or a period of leave. The unit member’s request must be in writing and must include a mailing address.

Vacancies shall be filled using the process described in section 20.3 above.

GDPS shall, upon request of the unit member, deliver in writing, the reason(s) that the unit member was not selected to fill the vacancy.

20.7 Job Share Agreement

20.7.1 Job Share Defined: The Job Sharing Program is one in which two (2) employees share the full responsibilities of one (1) identifiable full-time position for an entire school year. The participants shall share a proportional division of the professional work day, which includes the school day, school week, or weekly instructional minutes, including professional development, based on the two employees’ proposal. Each job share assignment terminates at the end of the school year, and in the event such participants wish to job share again, a new proposal for the following year must be submitted and will be subject to the same conditions and requirements noted herein.

20.7.2 Review of Applications for Job Shares: Job share proposals for the following school year shall be submitted no later than January 15, and such proposals will normally be evaluated prior to February 1. A decision with respect to the acceptance or continuance of a job share proposal will be made on or before March 1. A job share application (see Appendix E) shall be reviewed by the Principal unless there are

multiple applications for the same site, in which case the procedures noted herein are utilized.

- 20.7.3 Minimum One (1) Year Commitment: Job share applicants must be willing to provide a written commitment to serve a minimum of one (1) year in the shared position. If, because of extenuating circumstances, one of the participants cannot continue in a part-time assignment during the school year, GDPS is under no obligation to return the individual to a full-time assignment until the following year.
- 20.7.4 Job Share Written Agreements: Upon approval of a job share assignment, along with the school's Principal and GDPS's Chief Operating Officer or designee, the participants will sign a separate agreement detailing plans for the job share assignment. This separate agreement will include the calculation of salary.
- 20.7.5 Minimum Conditions Required to Submit Proposal: Job share participants must be current AMU members, and cannot be brought in from outside GDPS to participate. Participants must also have a valid credential as a job share will not be allowed when the participant only possesses a short-term staff permit, limited assignment permit, or any other temporary credentialing solution. Further, job share assignments shall only be filled by unit members who have jointly requested to work together.
- 20.7.6 Limitations On Number of Job Share Arrangements: No GDPS school may approve more than two (2) job share arrangements at any time. In the event that more than two job share applications are received by a school for the same school year, a decision on which job share application will be approved will be made by GDPS's Chief Operating Officer and Chief Talent Officer or their designee(s). This final decision will be made based on the information provided in the job share application along with consultation with the Principal.
- 20.7.7 Salary & STRS Contributions Prorated: During the job share arrangement, salary for the participants will be at the prorated share of the amount a Unit Member would have earned had the employee not elected to exercise the option to participate in job sharing. The contribution to STRS/PERS will be based upon the amount of salary actually earned by the participant.
- 20.7.8 Health Benefits: Job share participants have the option to receive full medical, dental, and vision benefits subject to the provisions in this subsection. If an employee serves 75% or greater of the job share assignment, he/she will be provided health benefits at the normal rate of a full-time GDPS employee. If an employee serves less than 75% of the job share assignment, he/she will have the option to pay the difference of the required premium in order to retain his/her health benefits. (For instance, if a Unit Member serves in a 60% job share assignment, that Unit Member must pay 40% of the required premium at the normal rate of a full-time GDPS employee to retain his/her health benefits.)

If such benefits are waived by both job share participants in a job share assignment, each participant shall receive the then-current designated in-lieu payment for waiver of such benefits. If such benefits are waived by one (1) job share participant, the other job share participant in that particular assignment shall receive health benefits at the

normal rate of a full-time GDPS employee. (For instance, if a Unit Member who serves in a 60% job share assignment waives his/her health benefits, the Unit Member who serves in the corresponding 40% job share assignment may receive health benefits at the normal rate of a full-time GDPS employee.)

20.7.9 Accrual of Sick Leave: Accrual of sick time will be the prorated share of the amount an employee would have earned had the employee not elected to exercise the option to participate in job sharing.

20.7.10 Coverage of Job Share Participant Absences: If an employee on shared assignment is absent, the other party, whenever possible and with the approval of the school's principal, will trade days with his/her partner or will agree to substitute for his/her partner in a regular substitute status at the regular substitute rate.

20.7.11 Required Participation in School Community: Each employee on a job share contract will be expected to fully participate in professional responsibilities such as, but not limited to, the following: departmental and grade level meetings; faculty meetings; professional development; parent/teacher conferences; Back to School Night; and Open House. Principals will further define the responsibilities with the job share participants.

20.7.12 Early Termination of Job Share Assignments: If, because of extenuating circumstances, one job share partner cannot continue in the job share assignment, one of the following shall occur:

- i. The remaining participant fills the previously shared position on a full- time basis;
- ii. A new partner, mutually agreeable to parties, replaces the non-continuing partner;
- iii. The remaining participant submits his/her resignation.

20.7.13 Possible Layoffs When No Position is Available: If no position at the school is available at the termination of a job share assignment, a reduction in force at the school may be necessary. In such instances, the two (2) job share participants shall be the first positions subject to the reduction. In the event further reduction in force is required, such reductions would be based on the criteria outlined in the AMU contract. The possibility of a reduction in force will be considered prior to the execution of the Job Share agreement. If the agreement creates a hardship for the school in this regard, it may not be approved.

Article XXI – Multiple Measures of Effectiveness

21.1 Teacher Evaluation

Purpose

Every student deserves to be taught by an effective teacher. Research has shown that effective teaching is the most important school-based factor which can impact student learning. GDPS is committed to the goal of ensuring that an effective teacher is in every one of our classrooms. To that

end, GDPS will develop effective educators through the use of a robust and multidimensional teacher evaluation system; this system will include comprehensive tools aimed at evaluating teachers, both in terms of determining their effectiveness and providing them with high quality, targeted supports and opportunities to engage in their own development.

Teacher evaluation is part of an ongoing process in which a teacher will reflect on their own practice in partnership and with coaching from an administrator. Teacher evaluation will help differentiate areas of growth and areas of strength for teachers. GDPS will provide a range of supports to help teachers improve their practice and a teacher will be responsible for accessing and utilizing those supports to meet their career goals.

Measures Included in Teacher Evaluation

Throughout Article XXI, reference will be made to the College-Ready Teaching Framework (CRTF). *The College Ready Teaching Framework* is comprised of five domains. The domains were derived from Charlotte Danielson’s research-based *Framework for Teaching*, and adapted to align to the core values of all the collaborating charter management organizations of The College- Ready Promise. Each domain has several “standards,” and each standard has several “indicators.” Indicators are descriptors of practice that we know to be indicators of great teaching (See Appendix “B” for the College-Ready Teaching Framework.)

The Classroom Observation Measure All teachers will be placed into one of four groups based upon the eligibility criteria described below.

I. Group Placement

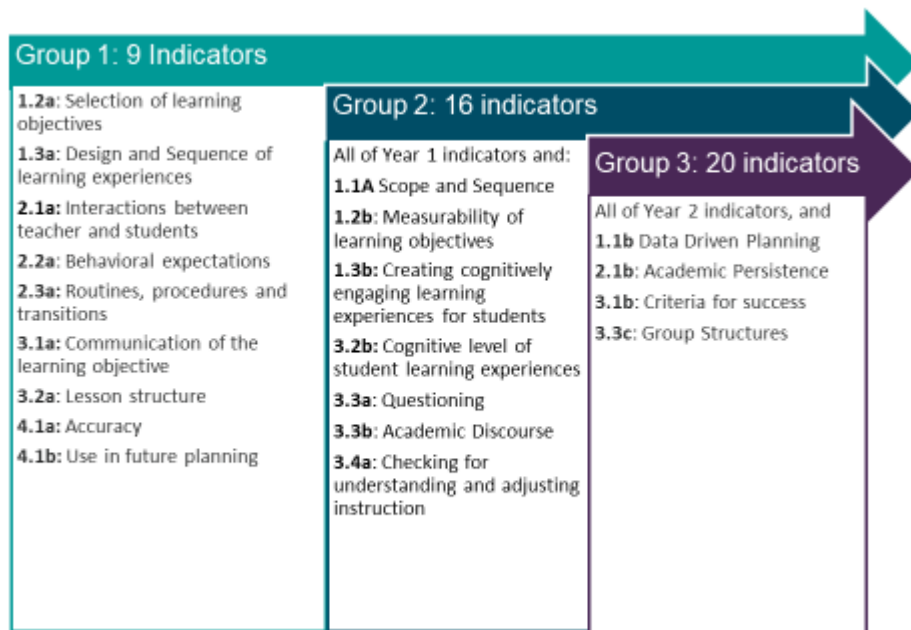
Group	1	2	3	4
Teachers	All first-year teachers in their first year of teaching at GDPS	All second-year teachers in their second year of teaching at GDPS	All third-year teachers in their third year of teaching at GDPS OR A teacher in at least his/her fourth year of teaching at GDPS with the prior school year’s Summative Score below a 3.0	A teacher in at least his/her fourth year of teaching at GDPS with the prior school year’s Summative Score** between a 3.0 and a 4.0
ON/OFF Semesters per School Year	One Semester: ON One Semester: OFF	One Semester: ON One Semester: OFF	One Semester: ON One Semester: OFF	OFF Year: Both Semesters: OFF ON Year: One Semester: ON One Semester: OFF
CRTF	9 indicators	16 indicators	20 indicators make up	No Summative

Indicators	make up Summative Score	make up Summative Score	Summative Score	Score during OFF Year 20 indicators make up Summative Score during ON Year
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- A. Group status shall not change if the teacher does not receive a Summative Score for the current school year or if the teacher was awarded a 3.0 or his/her prior year's Summative Score for the current school year.
- B. A teacher placed in Group 4 during the prior school year will remain in Group 4 unless his/her Summative Score falls below a 3.0 during an ON Year. If a Group 4 teacher's Summative Score falls below a 3.0, he/she will be placed in Group 3 for the following year.
- C. A teacher hired on or after December 1st may move into Group 2 in the following year, if he/she receives a Summative Score in the spring semester. If the teacher has an "Off Semester" in the spring semester, he/she will remain in Group 1 in the following year.
- D. Any teacher who is returning to a teaching position (after leaving the organization or leaving the teaching position) with a prior Summative Score will be placed in the group he or she would have been in, had he or she stayed within the position/organization, with the exception of Group 4. Any teacher who would have qualified for Group 4 ON upon returning to a teaching position will be placed in Group 3.

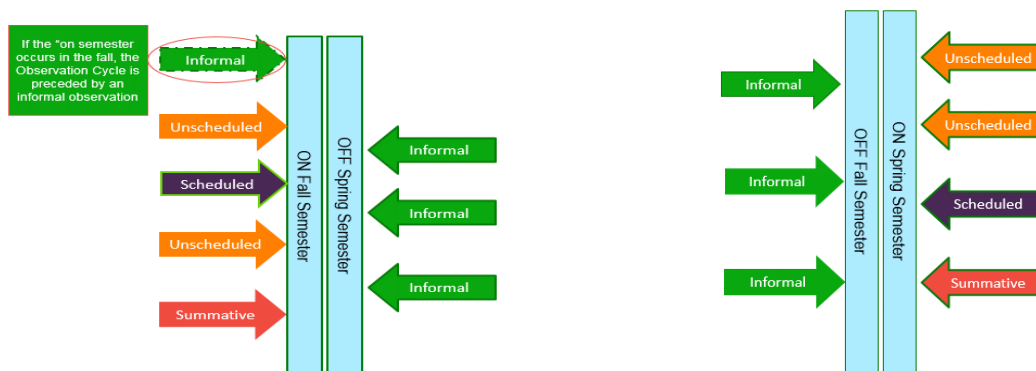
II. Applicable CRTF Indicators by Group

An evaluating administrator may discuss any aspect of a teacher's professional practice with the teacher being evaluated. However, Summative Scores will be calculated using the evenly weighted average of the following applicable CRTF indicators for each group:



III. The Observation Cycle: ON/OFF Semesters

A. On Semester



1. During the On Semester, the evaluating administrator shall conduct, in any order, two (2) Unscheduled Observations and one (1) Scheduled Observation. The results of these three observations will generate aggregated evidence that will be scored in summation for purposes of the Summative Conference at the end of the On Semester.
2. A teacher may suggest whether the On Semester occurs in either the fall or spring semester, but the teacher's evaluating administrator shall make the final decision.
3. If the On Semester occurs in the fall semester, the Scheduled Observation and Unscheduled Observations shall be preceded by an Informal Observation. After the initial Informal Observation, any other Informal Observations shall be conducted after the second Unscheduled Observation.

4. Informal Observations and Informal Observation Debriefs are not required when the On Semester occurs in the spring semester unless the teacher did not receive a minimum of three Informal Observations and Informal Observation Debriefs in the preceding fall semester. In such cases, the teacher's Scheduled Observation and Unscheduled Observations shall be preceded by an Informal Observation and Informal Observation Debrief, unless the teacher and his/her evaluating administrator agree to forego the Informal Observation and Informal Observation Debrief.
 5. If the On Semester occurs in a manner that prohibits the completion of a teacher's observation cycle, the teacher and administrator shall work together in good faith to reschedule missed observation cycle events to ensure completion of the observation cycle. If a teacher's observation cycle is still not complete solely as a result of administrative failure to meet required timelines, the teacher will be awarded a 3.0 or his/her prior year's Summative Score, whichever is greater.
 6. If a teacher is absent during the fall semester in a manner that prohibits the completion of his/her "On Semester" evaluation, the evaluating administrator shall conduct and/or complete his/her evaluation during the following spring semester. If a teacher is absent during the spring semester in a manner that prohibits the completion of his/her "On Semester" evaluation, the teacher shall not receive a Summative Score for that school year.
- B. Off Semester: During an Off Semester, a teacher's evaluating administrator shall conduct three (3) Informal Observations and no other elements of the Observation Cycle.
- C. Mid-Semester Hires: Teachers hired fewer than forty-five (45) days before the last day of the semester shall not be eligible to participate in an Observation Cycle for that semester.

IV. Elements of the Observation Cycle

- A. Informal Observation: Informal Observations are intended to support teachers in their efforts to improve, and are non-evaluative. Each Informal Observation is a minimum of fifteen (15) minutes and evidence from Informal Observations will not impact a teacher's Summative Score.
1. During an Informal Observation, the teacher's evaluating administrator shall reduce to writing observations of classroom instruction, dialogue, and activities related to all observable CRTF indicators (the "script" or "evidence").
 2. Shortly after an Informal Observation, the teacher's evaluating administrator shall share evidence with the teacher via EdReflect (GDPS' closed-circuit, online evaluation and support portal).
 3. Within seven (7) work days following an Informal Observation, the teacher's

evaluating administrator shall provide the teacher with one-on-one, in-person feedback on the evidence gathered during the Informal Observation (the “Informal Observation Debrief”). The Informal Observation Debrief may be replaced by an administrator-offered coaching service (e.g., data analysis, co-planning, role play, video analysis, or guided peer observation). Should the Informal Observation Debrief fail to occur as a result of administrative failure to meet the seven (7) work day timeline, the teacher shall elect either to: (a) receive the Informal Observation Debrief on a mutually agreed-upon date with the teacher’s evaluating administrator; or (2) receive another Informal Observation with an Informal Observation Debrief on a mutually agreed-upon date with the teacher’s evaluating administrator. Should the Informal Observation Debrief fail to occur as a result of extenuating circumstances, then the Informal Observation Debrief shall occur on a mutually agreed-upon date with the teacher’s evaluating administrator.

B. Unscheduled Observation: An Unscheduled Observation is a twenty-five to thirty (25-30) minute observation that may occur in any class period the teacher is scheduled to teach. The evaluating administrator should observe a class for which the teacher is responsible for preparing the lesson. The teacher to be evaluated may suggest preferred periods in which to be observed; however, the evaluating administrator will make the final decision. Evidence from the Unscheduled Observation will be used to inform a Summative Score for the semester and the evaluating administrator may provide the teacher with sample ratings (i.e., not used for Summative Score) on CRTF indicators for which feedback is provided.

1. During an Unscheduled Observation, the teacher’s evaluating administrator shall script.
2. Shortly after an Unscheduled Observation, the teacher’s evaluating administrator shall align evidence to any observed CRTF Domain 2 and 3 indicators and share such evidence with the teacher via EdReflect.
3. Following an Unscheduled Observation, the teacher’s evaluating administrator shall schedule an “Unscheduled Observation Debrief” to be held within seven (7) work days from the Unscheduled Observation. Each Unscheduled Observation Debrief shall last approximately fifteen to thirty (15-30) minutes, during which the evaluating administrator will provide targeted, CRTF indicator-aligned feedback.

C. Scheduled Observation

1. A Scheduled Observation lasts a minimum of forty-five (45) minutes.
2. Evidence from the Scheduled Observation will be used to inform a teacher’s Summative Score for the semester.
3. The evaluating administrator shall provide the teacher with scheduling options for observation times. When feasible, the administrator and teacher shall coordinate the time for the Scheduled Observation.

4. At least four (4) work days prior to the Pre-Observation Conference (described below), the teacher shall upload to EdReflect a Green Dot Lesson Plan (“Lesson Plan”) created by the teacher that describes the lesson the teacher plans on implementing during his/her Scheduled Observation. The Lesson Plan template is available on Connect.
 - a. A teacher shall utilize the applicable CRTF indicators, as indicated in “Applicable CRTF Indicators by Group” above, when preparing his/her Lesson Plan.
 - b. The evaluating administrator shall use the teacher’s uploaded Lesson Plan to align evidence with all applicable CRTF Domain 1 indicators and share this evidence with the teacher no later than two (2) work days prior to his/her Pre-Observation Conference. The administrator will then determine scores for applicable CRTF Domain 1 indicators prior to the Pre-Observation Conference.
 - c. Prior to the Pre-Observation Conference, the teacher shall independently score the Lesson Plan based upon applicable CRTF Domain 1 indicators and share his/her scores with his/her evaluating administrator via EdReflect.
 - d. If a teacher fails to turn in a Lesson Plan within the timeframe described above, the teacher shall be given a score of “1.0” for all applicable CRTF Domain 1 indicators.
5. Each Scheduled Observation shall be preceded by a “Pre-Observation Conference”, which is an in-person review of the teacher’s lesson planning process.
 - a. The Pre-Observation Conference must be scheduled with at least ten (10) work days advance notice and occur no less than three (3) work days prior to the Scheduled Observation.
 - b. During the Pre-Observation Conference, the teacher’s evaluating administrator shall review applicable CRTF Domain 1 indicator ratings from the teacher’s Lesson Plan and provide actionable suggestions for improvement.
 - c. During the Pre-Observation Conference, the evaluating administrator shall increase the rating of an applicable CRTF indicator if the teacher is able to provide valid evidence on his/her submitted Lesson Plan that justifies an increase.
6. Following a Scheduled Observation:
 - a. No later than two (2) work days prior to the Post-Observation Conference (described below), the teacher’s evaluating administrator

shall align the evidence to any observed, applicable CRTF Domains 2 and 3 indicators and share such evidence with the teacher via EdReflect.

- b. No later than two (2) work days prior to the Post-Observation Conference, the teacher shall upload to EdReflect student work samples that demonstrate mastery of the Scheduled Observation's learning objective. If uploading student work is not feasible, the teacher shall submit evidence of student mastery of the Scheduled Observation's learning objective to the evaluating administrator no later than two (2) work days prior to the Post-Observation Conference.
- c. No later than two (2) work days prior to the Post-Observation Conference, the teacher shall upload to EdReflect answers to the Post-Observation Reflection Questions (document available on Connect). The evaluating administrator shall score each Post-Observation Reflection Question using CRTF indicators 4.1a and 4.1b. The teacher shall score each reflection question independently based upon CRTF indicators 4.1a and 4.1b. (Although this self-scoring does not impact the teacher's Summative Score, it allows the evaluating administrator to coach regarding the teacher's perceived performance.)
- d. If a teacher fails to submit student work samples and the Post-Observation Reflection Questions within two (2) work days prior to the Post-Observation Conference, the teacher shall receive a score of a "1.0" for CRTF indicators 4.1a and 4.1b.

- 7. A Post-Observation Conference is an in-person meeting between the teacher and his/her evaluating administrator that is conducted within seven (7) work days from the Scheduled Observation. The purpose of the Post-Observation Conference is for the evaluating administrator to provide targeted feedback based upon the teacher's performance on CRTF Domains 2 and 3 indicators during his/her Scheduled Observation.

D. A Summative Conference is an in-person meeting between the teacher and his/her evaluating administrator that occurs near the end of an On Semester.

- 1. During the Summative Conference, the teacher and his/her evaluating administrator shall review the teacher's Summative Scores for CRTF Domains 1, 2, 3 and indicators 4.1a and 4.1b.
- 2. A Summative Conference can be scheduled concurrently with a Post-Observation Conference or an Unscheduled Observation Debrief.
- 3. The fall semester Summative Conference shall be held by the last pupil day of the semester.
- 4. The spring semester Summative Conference shall be held at least fifteen (15) work days prior to the last pupil day of semester.

E. Summative Score: Teachers in Groups 1, 2, and 3 shall each receive a Summative Score, which is the average of the teacher's On Semester's ratings based upon the applicable CRTF indicators.

1. CRTF Domain 1's scores are obtained from the teacher's Lesson Plan and reviewed during the Pre-Observation Conference.
2. CRTF Domains 2 and 3's scores are obtained from the preponderance of the evidence from the teacher's two (2) Unscheduled Observations and one (1) Scheduled Observation.
3. CRTF indicators 4.1a and 4.1b's scores are obtained from the teacher's Post-Observation Reflection Questions.
4. Observation of the teacher beyond the minimum requirements for the semester may be conducted by the evaluating administrator, but the evidence from these observations shall not impact a teacher's Summative Score.
5. If no evidence can be gathered for a CRTF indicator, the teacher shall receive a score of a "1.0" for that particular CRTF indicator.

F. Eligibility of Summative Scores

1. As previously indicated, if the On Semester occurs in a manner that prohibits the completion of a teacher's observation cycle as a result of administrative failure to meet required timelines, the teacher will be awarded a 3.0 or his/her prior year's Summative Score, whichever is greater
2. Teachers who are absent in a manner which prohibits the completion of an On Semester's observations, shall not receive a Summative Score for that semester.

G. Petition for Group or Score Change

1. A teacher who is awarded a 3.0 or his/her prior year's Summative Score as a result of administrative failure to meet required timelines may petition to move into the next group. The teacher shall complete and adhere to the guidelines in the "Petition to Advance to the Next Group" form (see Appendix B), which may be obtained on Connect or from an administrator. The petition process allows a teacher's individual case to be evaluated by an impartial member of GDPS' Education Team and AMU. GDPS' Chief Academic Officer or designee shall inform the teacher and administrator regarding the result of his/her petition. and its process can be accessed in Appendix B of the CBA.
2. If a teacher disagrees with any of his/her Summative Scores, the teacher may complete an "Independent Third Rater Submission" form (see Appendix B), which may be obtained on Connect or from an administrator. This process

allows a teacher's scores (for up to three CRTF indicators) to be re-rated by an impartial third party. GDPS' Chief Academic Officer or designee shall inform the teacher regarding his/her re-rated scores for the selected CRTF indicators. GDPS shall change any re-rated scores in EdReflect, if applicable.

H. Interim Guiding Conference

1. An Interim Guiding Conference ("IGC") is a one-on-one, in-person meeting wherein the evaluating administrator reviews the teacher's historical evaluation data and progress on existing goals, if any, to agree upon several data-driven, CRTF-aligned goals for the following two semesters.
2. For all Group 1 and Group 2 teachers, the evaluating administrator shall hold the IGC during one of the first two debriefs of the teacher's "On Semester". For all Group 3 and 4 teachers, the evaluating administrator shall hold the IGC during one of the first two debriefs of the school year.
3. Three (3) work days prior to the IGC, the teacher shall respond in writing to several questions proposed by his/her evaluating administrator. During the IGC, the teacher and administrator shall discuss the teacher's responses as well as several additional questions posed by the administrator. The IGC process and specific questions to be asked by an administrator are outlined in an "Interim Guiding Conference One Sheet" document that is available in Appendix B and on Connect.

The Stakeholder Feedback Measure

360° Survey

The 360° Survey will provide each teacher's colleagues (teachers) the opportunity to provide unit member with feedback on indicators 4.1(c) - 4.3(e) of the CRTF, "Developing Professional Practice." The survey will be taken by five (5) various teachers. Where possible, the colleagues taking the survey will be:

- Two (2) randomly selected teacher from the teacher's grade level;
- Two (2) randomly selected teacher from the teacher's department;
- One (1) randomly selected teacher from either the teacher's department OR grade level; and
- The teacher's designated observing administrator.

The teacher will also answer the survey for him/herself. The scores a teacher provides for him/herself will not be factored into the individual overall 360° Survey process.

If it is not possible for the above listed teachers to participate, other teachers may participate on the survey process.

The 360° Survey will be given once per year in the spring semester. Prior to completion of the 360° Survey, GDPS shall provide professional development to assist in the 360° Survey's completion.

Time to complete the 360° Survey shall include, but is not limited to, AMU reserved meeting time.

The 360° Survey score will be calculated by averaging each individual Survey respondent's responses, then averaging all individual 360° Surveys together.

The 360° Survey questions are available in Appendix B.

The Student Survey

The questions on the Student Survey will solicit information from students related to the school and unit members individually.

The Student Survey is a survey taken by approximately thirty (30) computer generated randomly chosen students of each teacher from varying class periods.

In the instance that a teacher has fewer than thirty (30) students, all of his/her students will take the survey.

Students are eligible for their scores to count if they have been present for 85% or more of the days between CBEDS and administration of the Survey.

The Student Survey score will be calculated by averaging each individual Survey respondent's responses, then averaging all individual Student Surveys together. The Student Survey is given once per year in the spring semester. The Student Survey questions are listed in Appendix B

The Family Survey

The Family Survey is a stakeholder feedback survey asking families to provide feedback on the school's performance in Domain 5 of the College-Ready Teaching Framework, "Developing Partnerships with Family and Community."

Taken once each year, a response rate of at least 20% of the families as measured by the student population at the school is required. Should any school receive a response rate of less than 20%, the pies shall be altered so that the total score will be measured out of a 95% possible score. If the requisite threshold of 20% or more family surveys is received, student survey results will be factored in to the family survey in a manner that is proportionate to the number of parent questions on the survey.

The Family Survey score will be calculated by averaging each individual Survey respondent's responses, then averaging all individual Family Surveys together. This score will be assigned to each teacher at the school because it is a school-level survey.

The Family Survey questions can be found in Appendix B.

The Special Education Teacher Measure

IEP Quality and Compliance

GDPS shall evaluate special education teachers on their teaching performance, including

individualized education program (“IEP”) quality and compliance based upon GDPS’ IEP Rubric. IEP quality and compliance is based on appropriate prescription and implementation of services to students with disabilities, adhering to state and federal mandates, including data reporting, provision of services, timelines, meeting any applicable Modified Consent Decree outcomes, and dispute management. IEP quality and compliance shall be assessed for all special education teachers and account for ten percent (10%) of their final Performance Evaluation Score. If a special education teacher is “OFF” for the school year, IEP compliance shall still be assessed and the scores shall be shared with the teacher for purposes of reflection and improvement.

Process for Developing IEP Compliance Rating

During the spring semester, prior to an Informal Observation Debrief, Post Observation Conference, or calendared meeting, admin shall request the special education teacher to identify five (5) IEPs that contain academic goals and were written by that teacher within the current school year.

The special education teacher shall bring the identified five (5) IEPs to the Debrief, Conference, or meeting.

During the Debrief, Conference, or meeting, the admin will select two (2) of the five (5) IEPs to score using the IEP Compliance Rubric and, subsequently, enter the results on GDPS’ closed circuit online performance evaluation portal.

Post-IEP Survey

The Post-IEP Survey requests feedback from the holder of educational rights (e.g. parent, guardian, or student of at least eighteen years of age) regarding a special education teacher’s facilitation of the IEP team meeting. Admin or his/her designee (other than the teacher being evaluated) shall administer the Post-IEP Survey immediately after every IEP team meeting. The results of the Post-IEP Survey shall be used to develop a special education teacher’s Post-IEP Survey score. The Post-IEP Survey shall account for five percent (5%) of a special education teacher’s Performance Evaluation Score. To be eligible for scoring, at least six (6) Post-IEP Surveys must be submitted during the school year in which the teacher is being evaluated. If a special education teacher is “OFF” for the school year, the Post-IEP Survey shall still be administered and the scores shall be shared with the teacher for purposes of reflection and improvement.

Weighting of multiple measures

Teachers’ effectiveness ratings will be calculated using the following weight-factors.

	Observation	360 Survey	Student Survey	Family Survey	IEP Quality and Compliance	Post-IEP Parent Survey
General Education Teachers	65%	15%	15%	5%	NA	NA
Special Education Teachers	50%	15%	15%	5%	10%	5%

Scoring each Measurement of Effectiveness

Weighted scores for each measure are calculated using the following method:

- Observation: Final Classroom Observation Score x 100 x weight = Classroom Observation Weighted Score
- 360 Survey: Final 360 Survey Score x 100 x weight = 360 Survey Weighted Score
- Student Survey: Final Student Survey Score x 100 x weight = Student Survey weighted Score
- Family Survey: Final Family Survey Score x 100 x weight = Family Survey Weighted Score
- IEP Quality and Compliance: Final Compliance Score x 100 x weight = Compliance Weighted Score
- Post-IEP Parent Survey: Final Post-IEP Parent Survey Score x 100 x weight = Post-IEP Parent Survey weighted score

Once weighted scores are calculated, they are summed. Their sum equals the teacher's Effectiveness Rating.

Should any general education teacher not receive a score for the 360 Survey, Family Survey, or Student Survey, the measures shall be proportionately weighted so that the total score will be measured out of a reduced score (akin to the weight of the missing measure). For example, if a teacher was absent during the Student Survey, his or her overall score shall be reduced by 15% and measured out of an 85% possible score. Each of the weights of the remaining measures shall increase proportionally (Observation: 76.4%, 360 Survey: 17.6%, Family Survey: 5.8%). A general education teacher who is missing a score for the Observation Cycle or more than one other measure (i.e., 360 Survey, Student Survey, or Family Survey), shall not receive a Performance Evaluation Score for the school year.

Should any special education not receive a score for the 360 Survey, Family Survey, Student Survey, IEP Quality and Compliance measure, or Post-IEP Parent Survey, the measures shall be proportionately weighted so that the total score will be measured out a reduced score (akin to the weight of the missing measure). For example, if a special education teacher was absent during the Student Survey and didn't receive a Post-IEP Parent Survey score, his or her overall score shall be reduced by 20% and measured out of an 80% possible score. Each of the weights of the remaining measures shall increase proportionally (Observation: 62.5%, 360 Survey: 18.75%, Family Survey: 6.25%, IEP Quality and Compliance: 12.5%). A special education teacher who is missing a score for the Observation Cycle or more than two other measures (i.e., 360 Survey, Student Survey, Family Survey, Post-IEP Parent Survey, or IEP Quality and Compliance), shall not receive a Performance Evaluation Score for the school year.

The Student Growth Measure

Individual Student Growth Percentile

Individual Student Growth Percentiles (“SGP”) are measures of student growth that were included in all teachers’ performance evaluation in 2012-2013. Per the “Teacher Evaluation Changes Due to The Absence of Student Growth Percentile During the 2013-2014 School Year,” the parties shall continue to collaborate to determine how to evaluate student growth as a measure of teacher effectiveness as soon as possible.

Development Plan

The Evaluation Committee will continue to develop applicable standards for placement of unit members on a development/improvement plan. The AMU and GDPS bargaining team will receive reports from the above referenced committee.

Purpose

A development plan is a tool used by the school administrator and unit member to increase the level of assistance for those members struggling in their practice. While the role of the school administrator is to ensure additional resources, supports and coaching is being provided to assist with improvement, it is also the responsibility of the teacher to access and utilize those supports as a way to impact and improve his or her own development. The affected teacher may provide input and make recommendations on the development plan supports. However, the administrator retains the final authority on all supports and resources provided on the development plan.

Criteria for Placement on a Development Plan

At the discretion of the administrator, a unit member with less than two (2) years of service with GDPS may be placed on a development plan after two observations/debriefs that reveal two (2) or more indicators on the applicable Group Placement scoring 1.0. During the debrief, the administrator will review the evidence and provide a score of the indicators of concern.

At the discretion of the administrator, a unit member with two (2) or more years of service with GDPS may be placed on a development plan if:

- the unit member receives less than 2.0 on his or her Summative Score;
OR
- in the last two years of receiving an overall, On Semester (if applicable) average score between 2.0-2.3, exclusive of receiving a 3.0 or higher because the observation timelines were not met. For example:

SY#1: 2.1	SY#2 No score or an AUTO 3	SY#3: 2.4	Average = 2.25
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The development plan shall include the following:

- Areas of growth, where specific improvement is needed and supporting evidence;
- Specific expected outcomes for improvement;
- Supports and resources to be utilized to assist with the improvement; and
- The means by which improvement will be measured.

During informal observation debriefs while on the development plan, the administrator of record will provide the teacher with hypothetical scores based on the CRTF that reflect observed performance.

A report of the teacher's progress toward reaching the development plan's expected outcomes will be provided to the teacher in the middle of the development plan, which is approximately between the 20th and 30th working days on the development plan.

If an administrator places a teacher on a development plan with fifteen (15) or fewer working days prior to the end of the school year, the 45-day timeline described below will not begin until the first instructional workday of the following school year.

There are two options to consider when determining the next steps for a teacher on a development plan:

If at the end of forty-five (45) working days, the teacher makes sufficient improvement on the chosen (3 to 4) indicators and there are no other indicators of concern, then the teacher is removed from the development plan.

If at the end of forty-five (45) working days, the teacher improves on the chosen indicators but there are other indicators of concern, the unit member may be placed on a new development plan for the indicators of concern.

Improvement Plan

If at the end of forty-five (45) working days has been given for the teacher to improve as specified in the development plan, and there is insufficient progress based on the chosen indicators identified in the development plan, a forty-five school day improvement plan shall be developed.

The improvement plan must include (but is not limited to):

- Areas of growth, where specific improvement is needed and supporting evidence;
- Expected outcomes recommendations for improvement;
- Supports and resources provided to assist with the improvement;
- The means by which improved shall be measured; and
- A reasonable date for achieving the specified improvement(s).

The principal will take affirmative action to give support to help the teacher correct any cited areas of improvement. The affected teacher may provide input and make recommendations on the improvement plan supports. However, the administrator retains the final authority on all supports and resources provided on the teacher's improvement plan. Such action shall include specific recommendations for improvement, direct assistance in implementing the recommendations, and adequate release time for the teacher to visit and observe similar classes in other GDPS schools. A report of the teacher's progress toward reaching the improvement plan's specified targets will be provided to the teacher in the middle of the improvement plan, which is approximately between the 20th and 30th working days on the improvement plan.

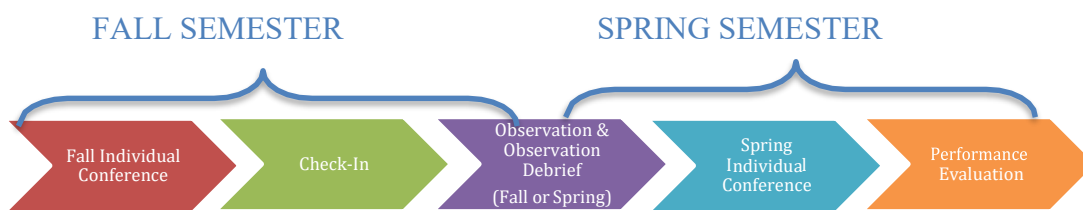
If an administrator places a teacher on an improvement plan with fifteen (15) or fewer working days prior to the end of a school year, the 45-day timeline described below will not begin until the first instructional workday of the following school year.

In the event a teacher on an improvement plan has not improved their performance to meet the standard, GDPS may terminate and/or not re-hire for the following year. In this case, the following procedures will apply:

Termination

- The teacher will be given written notice of the termination on or before May 15th of that school year;
- The notice shall include the reason for the action and notification of an opportunity to appeal;
- The teacher may request a conference in writing within ten working days of receiving the notice;
- If the teacher does not submit a request for a conference in writing within ten (10) working days of receiving the notice, such failure to make a request shall be deemed a waiver of the right to a conference;
- The conference, if requested, shall follow the grievance process as described in Article XIII of the collectively bargained agreement between GDPS and AMU;
- The teacher may have an Association representative present at the conference if he/she desires.

21.2 Counselor Evaluation



During the fall semester, Counselors must participate in a Fall Individual Conference and a Check-In. During the spring semester, Counselors must participate in a Spring Individual Conference and a Performance Evaluation. Between the Check-In and the Spring Individual Conference, in either the fall semester or spring semester, an Observation of the Counselor must occur and be followed by an Observation Debrief. These five steps must occur in chronological order as identified by the above graphic.

I. Fall Individual Conference

- A. A Fall Individual Conference is a meeting during which the Counselor and his/her evaluating administrator reflect upon two (2) College Ready Counselor Framework (“CRCF”) indicators in which the Counselor has been successful and two (2) CRCF indicators that are identified as areas of growth for the Counselor. During the Fall Individual Conference, the Counselor and his/her evaluating administrator shall

collaboratively agree upon strategies for addressing the Counselor's identified areas of growth.

- B. The Fall Individual Conference shall occur within the first thirty (30) work days of the fall semester and is scheduled by the Counselor's evaluating administrator.
- C. At least five (5) work days prior to the Fall Individual Conference, the Counselor shall complete the Fall Individual Conference Template ("FICT") on EdReflect (or other applicable platform provided by GDPS) by reflecting on two (2) CRCF indicators in which he/she has been successful and two CRCF indicators that are areas of growth for the Counselor.
- D. At least two (2) work days prior to the Fall Individual Conference, the Counselor's evaluating administrator shall review the Counselor's FICT, complete the evaluating administrator's reflection portion of the FICT, and share it with the Counselor on EdReflect.

II. Check-In.

- A. Prior to the Check-In, the Counselor shall prepare, and bring to the Check-In, a written data-driven update on a form that will be available on EdReflect (or other applicable platform provided by GDPS) that aligns to the Counselor's areas of growth that were identified during the Fall Individual Conference.
- B. During the Check-In:
 - 1. the Counselor's evaluating administrator shall capture and share evidence in EdReflect (or other applicable platform provided by GDPS) of the Counselor's progress regarding the indicators identified during the Fall Individual Conference. At this time, the Counselor's evaluating administrator may identify additional CRCF indicators that are areas of growth for the Counselor;
 - 2. the Counselor and his/her evaluating administrator shall discuss the Counselor's prepared data-driven update; and
 - 3. the Counselor and his/her evaluating administrator shall collaboratively agree upon strategies for addressing the Counselor's identified areas of growth.

III. Observation and Observation Debrief

- A. Observation
 - 1. An Observation shall be conducted by the Counselor's evaluating administrator for a minimum of fifteen (15) minutes. The administrator should not have a participatory role in the Counselor's job-related activities during the Observation.
 - 2. Observations include, but are not limited to, staff professional development

sessions, parent conferences, parent and student informational sessions, and college presentations.

3. During the Observation, the administrator shall use EdReflect (or other applicable platform provided by GDPS) to reduce to writing observations of dialogue and activities that occurred in the Observation (the “Script”). The administrator shall use EdReflect to share the Script with the Counselor within three (3) work days after the Observation.
4. When possible, the Observation date shall be collaboratively determined between the Counselor and his/her evaluating administrator.

B. Observation Debrief

1. An Observation Debrief is a meeting between the Counselor and his/her evaluating administrator to discuss the Observation.
2. The Observation Debrief must occur within seven (7) work days after the Observation.
3. The Observation Debrief shall include discussions regarding the Counselor’s performance based upon the Script and/or other evidence collected by the evaluating administrator.

IV. Spring Individual Conference

- A. A Spring Individual Conference is a meeting during which the Counselor and his/her evaluating administrator reflect upon the CRCF indicators not discussed during the Fall Individual Conference and/or the Check-In. Previously identified CRCF indicators that remain as areas of growth for the Counselor may be reflected upon again. During the Spring Individual Conference, the Counselor and his/her evaluating administrator shall collaboratively agree upon strategies for addressing the Counselor’s identified areas of growth.
- B. The Spring Individual Conference shall occur within the first thirty (30) work days of the spring semester and is scheduled by the Counselor’s evaluating administrator.
- C. At least five (5) work days prior to the Spring Individual Conference, the Counselor shall complete the Spring Individual Conference Template (“SICT”) on EdReflect (or other applicable platform provided by GDPS) by reflecting on indicators not discussed during the Fall Individual Conference and/or the Check-In.
- D. At least two (2) work days prior to the Spring Individual Conference, the Counselor’s evaluating administrator shall review the counselor’s SICT, complete the evaluating administrator’s reflection portion of the SICT, and share it with the Counselor on EdReflect.

V. Performance Evaluation

A. Performance Evaluation Meeting

1. The Counselor's evaluating administrator shall schedule a meeting with the Counselor to occur at least ten (10) work days prior to the last pupil day of the spring semester to review his/her performance evaluation and its ratings (the "Performance Evaluation Meeting").
2. At least three (3) work days prior to the Performance Evaluation Meeting, the Counselor shall self-rate, provide rationale for such ratings, and share such ratings with the Counselor's evaluating administrator on EdReflect (or other applicable platform provided by GDPS)

B. Performance Evaluation Ratings

1. Counselors shall be evaluated and receive performance evaluation ratings for work that was performed or completed based on the CRCF.
2. A Counselor will be evaluated and receive performance evaluation ratings only on CRCF indicators that align to his/her job duties assigned. (For example, a high school Counselor who is assigned to students in the ninth and tenth grades only will not be evaluated on, and will not receive a performance evaluation rating for, CRCF Indicator 3.2(B) (Financial Aid and Scholarship Application).)
3. Evidence need not be captured and shared in EdReflect to inform a Counselor's performance evaluation ratings.
4. If a Counselor disagrees with any of his or her evaluation ratings, he/she may provide one (1) written response, which shall be filed with the Counselor's evaluating administrator and GDPS' Director of Counseling and College Persistence (or equivalent position) within ten (10) work days from receipt of the ratings. This response will be placed in the Counselor's personnel file and attached to his/her performance evaluation ratings. The evaluating administrator shall respond to the Counselor within ten (10) work days of receipt of the written response; such response shall inform the Counselor whether any new evidence presented in the written response will modify his/her performance evaluation ratings.

C. Eligibility of Summative Ratings

1. Counselors who are hired after December 1st shall receive coaching from an administrator, but are not eligible to receive performance evaluation ratings.
2. When a Counselor goes on an approved leave of absence during the school year, the Counselor and his or her evaluating administrator shall collaborate to determine whether it is feasible to restructure the evaluation such that a Counselor can receive performance evaluation ratings. Counselors who are absent in a manner which prohibits the completion of their performance evaluation will not receive performance evaluation ratings.

3. If solely due to the fault of the Counselor's evaluating administrator, the Counselor's performance evaluation is not completed pursuant to required timelines, the Counselor shall receive an overall performance rating of a 3.0.

Purpose

A development plan is a tool used by the school administrator and unit member to increase the level of assistance for those members struggling in their practice. While the role of the school administrator is to ensure additional resources, supports and coaching is being provided to assist with improvement, it is also the responsibility of the counselor to access and utilize those supports as a way to impact and improve his or her own development. The affected counselor may provide input and make recommendations on the development plan supports. However, the administrator retains the final authority on all supports and resources provided on the development plan.

Criteria for Placement on a Development Plan

At the discretion of the administrator, a counselor with less than two (2) years of service with GDPS may be placed on a development plan after level of practice **reveals two (2) or more indicators scoring 1.0.**

At the discretion of the administrator, a counselor with two (2) or more years of service with GDPS may be placed on a development plan if:

- the counselor receives less than 2.0 on his or her Summative Score;

OR

- in the last two years of consecutive service, a counselor has received an overall average score between 2.0-2.3. (for example 13-14 Semester 1: 2.0 + 14-15 Semester 1: 2.2 = $4.2/2 = 2.1$)

The development plan shall include the following:

- Areas of growth, where specific improvement is needed and supporting evidence;
- Specific expected outcomes for improvement;
- Supports and resources to be utilized to assist with the improvement; and
- The means by which improvement will be measured.

During informal observation debriefs while on the development plan, the administrator of record will provide the counselor with hypothetical scores based on the CRCF that reflect observed performance.

A report of the counselor's progress toward reaching the development plan's expected outcomes will be provided to the counselor in the middle of the development plan, which is approximately between the 20th and 30th working days on the development plan.

If an administrator places a counselor on a development plan with fifteen (15) or fewer working days prior to the end of the school year, the 45-day timeline described below will not begin until the first instructional workday of the following school year.

There are two options to consider when determining the next steps for a counselor on a development plan:

If at the end of forty-five (45) working days, the counselor makes sufficient improvement on the chosen (3 to 4) indicators and there are no other indicators of concern, then the counselor is removed from the development plan.

If at the end of forty-five (45) working days, the counselor improves on the chosen indicators but there are other indicators of concern, the unit member may be placed on a new development plan for the indicators of concern.

Improvement Plan

If at the end of forty-five (45) working days has been given for the counselor to improve as specified in the development plan, and there is insufficient progress based on the chosen indicators identified in the development plan, a forty-five school day improvement plan shall be developed.

The improvement plan must include (but is not limited to):

- Areas of growth, where specific improvement is needed and supporting evidence;
- Expected outcomes recommendations for improvement;
- Supports and resources provided to assist with the improvement;
- The means by which improved shall be measured; and
- A reasonable date for achieving the specified improvement(s).

The principal will take affirmative action to give support to help the counselor correct any cited areas of improvement. The affected counselor may provide input and make recommendations on the improvement plan supports. However, the administrator retains the final authority on all supports and resources provided on the counselor's improvement plan. Such action shall include specific recommendations for improvement, direct assistance in implementing the recommendations, and adequate release time for the counselor to visit and observe counselors in other GDPS schools.

A report of the counselor's progress toward reaching the improvement plan's specified targets will be provided to the counselor in the middle of the improvement plan, which is approximately between the 20th and 30th working days on the improvement plan.

If an administrator places a counselor on an improvement plan with fifteen (15) or fewer working days prior to the end of a school year, the 45-day timeline described below will not begin until the first instructional workday of the following school year.

In the event a counselor on an improvement plan has not improved their performance to meet the standard, GDPS may terminate and/or not re-hire for the following year. In this case, the following procedures will apply:

Termination

- The counselor will be given written notice of the termination on or before May 15th of that

school year;

- The notice shall include the reason for the action and notification of an opportunity to appeal;
- The counselor may request a conference in writing within ten working days of receiving the notice;
- If the counselor does not submit a request for a conference in writing within ten (10) working days of receiving the notice, such failure to make a request shall be deemed a waiver of the right to a conference;
- The conference, if requested, shall follow the grievance process as described in Article XIII of the collectively bargained agreement between GDPS and AMU;
- The counselor may have an Association representative present at the conference if he/she desires.

Article XXII – Working Conditions Related to Special Education Requirements

- 22.1 The regular classroom teacher will be informed of and have immediate access to view the Individualized Educational Program for each assigned pupil with exceptional needs from GDPS on the first day of the school; IEPs for students in their first year in GDPS schools will be made available for viewing as soon as possible.
- 22.2 All IEPs will be developed and maintained consistent with all legal requirements.
- 22.3 The caseload for a special education teacher shall adhere to all applicable federal and state law. In the event any caseload for any special education teacher exceeds twenty-five (25) students, for twenty (20) consecutive work days, a conference shall be held between the affected teacher and the Principal. Through this dialogue, amelioratory measures will be offered (unless declined by the unit member), e.g., instructional aide support, limited adjunct supervisory duties, additional curricular support materials, planning days, stipends or other ideas which may come into the discussion. The appropriate form will be signed by both parties and filed with Human Resources and AMU.

Article XXIII – Complaints Against Unit Members

- 23.1 Complaints against unit members shall be handled according to applicable GDPS policies and legal requirements. When appropriate, complainants may be asked to attempt to informally resolve such complaints with the involved unit member. If a unit member requests an administrator to facilitate a meeting with the complainant, the administrator shall participate in such a meeting, unless in the opinion of the administrator the meeting should not take place (such as for safety or legal concerns).
- 23.2 As soon as is reasonable or allowed under the circumstances, the written complaint or a written summary of the material allegations shall be reduced to writing by GDPS and shared with the unit member for review and response.
- 23.3 Any disciplinary action taken by GDPS following an investigation of complaints must be in

compliance with Article XVII of this Agreement. This includes the requirement that unit members be given a reasonable opportunity for review and respond to material allegations relied upon by GDPS to support the personnel action before personnel action is taken.

Article XXIV -- Negotiations

- 24.1 No later than June 30th of the year in which this Agreement expires, the Asociación and GDPS shall submit their initial proposals to each other for a successor Agreement. GDPS shall give proper public notice of such proposals at the first Board of Directors meeting following the submission of the proposals
- 24.2 The parties shall commence to meet and negotiate on re-openers or a successor Agreement beginning no later than five (5) days after the completion of the public notice requirements listed above. Any Agreement reached between the parties shall be reduced to writing and signed by them. Each party shall be entitled to re-open five (5) articles each year during the Agreement, except for Compensation (Article 26) for the 2019-2020 and 2020-2021 school years, which has been agreed upon and closed for such school years.
- 24.3 Within thirty (30) days of ratification of the Agreement by both parties herein, GDPS shall post the ratified agreement on the GDPS intranet and notify bargaining unit members via e-mail of the internet link. GDPS shall provide a copy of the Agreement to any new bargaining unit members hired during the term of the agreement. GDPS shall make available a hard copy of the agreement in a teacher common area at each site.
- 24.4 Negotiations meetings will be scheduled as mutually agreed upon by both parties. Asociación representatives appointed for the purpose of meeting and negotiating will receive release time from duties without loss of compensation as per the EERA. (Govt. Code Section 3543.1.)

Article XXV – Leave Provisions

25.1 Personal Illness and Injury Leave

- 25.1.1 Full-time unit members shall be entitled to ten (10) days leave with full pay for each school year for purposes of personal illness or injury. Unit members who work less than full-time shall be entitled to that portion of the ten (10) days leave as the number of hours per week that scheduled duty relates to the number of hours for a full-time unit member in a comparable position.
- 25.1.2 Unit members with perfect attendance in a semester will be awarded a \$1,000 bonus. Unit members who use one (1) or two (2) days of personal illness and injury leave in a semester will be awarded a \$750 bonus, with an additional \$250 bonus if none of the personal illness and injury leave were used on a Monday or Friday. Bonus awards pursuant to this Article 25.1.2 shall be remitted by GDPS by January 25 and July 25 for attendance in the respective immediately preceding semesters.
- 25.1.3 Pay warrants shall record accumulated sick days.
- 25.1.4 Whenever possible, a unit member must call the principal as soon as the need to be absent is known, but in no event less than one-and-a-half (1-1/2) hours prior to the

start of the work day unless it was an emergency to permit the employer time to secure a substitute service. Failure to provide adequate notice is grounds for disciplinary action.

25.1.5 Unit members may report their absence as a one-day only absence. If the absence needs to be extended the unit member needs to notify the principal or designee as soon as possible. This practice can help assure consistency of coverage.

25.1.6 In the event that a member requests a sub and decides to attend work anyway, the unit member will still be using up a sick day.

25.1.7 For unit member absences of one-half a work day or less, GDPS will deduct from a unit member's accumulated illness leave, in quarterly hour increments for every fraction of an hour the employee is tardy/absent from work; and absences of more than one-half a work day shall continue to be deducted as a full day of leave.

Absences of more than one-half a work day shall be deducted as a full day of leave.

25.1.8 Unit member shall be entitled to sick days accrued from previous employment in a school district, charter school or public school.

25.2 Personal Necessity Leave

25.2.1 A unit member may use, at her/his election, up to seven (7) days of unused sick leave for the purpose of personal necessity leave.

25.2.2 Unit members shall submit notification for personal necessity leave to their immediate supervisor at least one (1) day prior to the beginning date of the leave, except where extenuating circumstances make this impossible. Such leave may be used at the discretion of the unit member who shall not be required to give verification or explain the reason for the leave.

25.3 Bereavement Leave

A unit member shall be granted leave of absence for the death or imminent death of any member of the immediate family without loss of pay or deduction from other leave benefits found in this Article. This leave shall be for three (3) days, unless travel of more than 200 miles is required; in such case the length of the leave shall be for five (5) days.

25.4 Leave Rights

25.4.1 Unit members on a paid leave of absence shall continue to receive wages, health and welfare benefits, and retirement credit in the same amounts as if they were not on leave. Those unit members who go on an unpaid leave of absence during any pay period shall receive their health and welfare benefits for the balance of that pay period. Thereafter, they shall be allowed continued benefits at their own expense.

25.4.2 A unit member returning from any type of paid leave shall be entitled to return to the same position and assignment she/he had prior to the leave. A unit member returning

from any type of unpaid leave shall be entitled to return to the same position and assignment she/he had prior to the leave unless that position was filled in her/his absence with a unit member, and in such case the returning unit member shall be entitled to an equivalent position.

25.5 Industrial Accident Leave

- 25.5.1 Unit member shall be entitled to industrial accident and illness leave according to the provision in Education Code Section 44984 which has qualified for worker's compensation under the provisions of the existing insurance carrier.
- 25.5.2 Such leave shall not exceed sixty (60) days during which the school is in session or when the employee would otherwise have been performing work for the Board in any one fiscal year for the same industrial accident or illness.
- 25.5.3 A unit member claiming an industrial accident or illness leave shall be subject to examination by a physician designated by the Board's insurance carrier, or a physician previously designated by the unit member to assist in determining the qualification and the length of time during which the teacher will be temporarily unable to perform assigned duties, and the degree to which a disability is attributable to the injury or illness involved.
- 25.5.4 During any industrial accident or illness paid leave of absence, the unit member shall endorse to the Board the temporary disability and indemnity checks received on account of the industrial accident or illness. The Board, in turn, shall issue the unit member appropriate salary warrants for payment of salary less normal deductions.

25.6 Judicial Leave

- 25.6.1 It is encouraged for teachers to attend to jury duty during vacation time.
- 25.6.2 Unit members shall be granted leave, without loss of pay, to appear in court as a witness, other than as a litigant, or to respond to an official order from duly authorized government agencies, or to serve as a juror for up to five days of pay reimbursement.
- 25.6.3 Any compensation, less any mileage expenses, received for appearance as a witness or from serving as a juror under this section shall be endorsed over to the school site so that the unit member's compensation for any days of absence for the above purposes shall not be in excess of nor less than, her/his regular pay.

25.7 Leaves Without Pay

The applications for and granting of such leaves of absence shall be in writing to the principal. Applications shall be given careful consideration and any denial will be set forth in writing with reasons on the basis of the best interest of the organization.

Unit members on leaves without pay shall be permitted participation in the Board Insurance Programs by making premium payments directly to the Board. In addition, a unit member on such leave shall notify the Principal by March 1st of the school year as to the intent to return

to employment in the school. Failure to notify may be considered an abandonment of position and forfeiture of all insurance benefits.

25.7.1 Child Bearing Preparation and Child Rearing

- 25.7.1.1 Unit members may use their accrued personal illness and injury leave for purposes of preparation for child birth, post-birth bonding or adoption.
- 25.7.1.2 Upon exhaustion of their accrued personal illness and injury leave, unit members may request the donation of additional leave time from other bargaining unit members. The donated leave will be deducted from the accrued personal illness and injury leave of the member who donates it. No member may contribute more than one (1) additional day of leave per incident.
- 25.7.1.3 The total amount of paid leave for purposes of preparation for child birth, post-birth or adoption shall be limited to a maximum of fifty (50) days.
- 25.7.1.4 Notwithstanding any other section of this article, receipt of donated leave is contingent upon the agreement of the recipient of such leave returning for a minimum of one (1) additional year of employment at GDPS. This condition may be waived by the mutual agreement of the parties.
- 25.7.1.5 Upon the exhaustion of accrued and/or donated personal illness and injury leave, for child bearing, child rearing, or adoption purposes only, additional non- accumulated sub-differential leave shall be available annually for a period not to exceed one hundred work days. During the sub-differential leave time, the unit member's salary shall be the greater of: (a) the difference between the unit member's salary and the amount actually paid to a substitute employed to fill the position during the leave, or, if no substitute is employed, the amount which would have been paid to a substitute, or (b) 25% of the unit member's daily rate. Option (b) in this Article 25.7.1.5 shall sunset on June 30, 2021.
- 25.7.1.6 There shall not be a diminution of employment status for child bearing or child rearing except that no person shall be entitled to compensation or increment, nor shall the time taken on parental leave count toward credit for probationary teachers in earning tenure status.
- 25.7.1.7 If a teacher is on leave for child bearing or child rearing and in the event of a miscarriage or death of child subsequent to childbirth, the unit member may request an immediate assignment to a unit position. If there is no vacancy for which a unit member is qualified, GDPS will assign the teacher to a position as soon as practicable.

25.7.2 Family Care and Medical Leave

Under state and federal law, unit members who have served GDPS more than 12 months and have at least 1,250 hours of service with GDPS during the previous 12-

month period, have the right to an unpaid family care and medical leave of up to 12 work weeks in a 12-month period for the birth of a child, for the placement of a child for adoption or foster care, for the serious health condition of their child, parent or spouse, or for their own serious health condition which makes them unable to perform their job. When granting this leave, GDPS guarantees reinstatement to the same or a comparable position at the end of the leave, subject to any exceptions or limitations provided by law.

If possible, at least 30 calendar days written advance notice must be provided for foreseeable events such as the expected birth of a child or the planned medical treatment of yourself or a family member. For events which are unforeseeable 30 days in advance, GDPS must be notified as soon as practicable. Failure to comply with these notice rules is grounds for, and may result in, denial or deferral of the requested leave until this notice policy is complied with.

25.7.3 Miscellaneous Leaves Without Pay

Upon recommendation of Chief Academic Officer and approval by GDPS, leave without compensation, increment or tenure credit, may be granted for a period not to exceed one school year for the following purposes: care for a member of the immediate family who is ill, long-term illness of the unit member, service in an elected public office, educational travel, professional study or research or public service. Extension of such leaves may be granted at the sole discretion of GDPS.

25.7.4 Military Leave

GDPS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 (“USERRA”). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, GDPS shall continue the employee’s health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Green Dot will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

25.7.5 California Military Spousal Leave

Green Dot shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military

servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide Green Dot with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

25.8 Catastrophic Illness or Injury: Leave Donation Bank

25.8.1 Definition: "Catastrophic illness" or "catastrophic injury" means an illness or injury that is expected to incapacitate the unit member for an extended period of time, or that incapacitates a member of the unit member's family (child, parent, parent-in-law, grandparent, grandchild, sibling, spouse, or registered domestic partner) which incapacity requires the unit member to take time off from work for an extended period of time to care for that family member, and taking extended time off work creates a financial hardship for the unit member because he or she has exhausted all of his or her personal illness and injury leave and other paid time off.

25.8.2 Conditions: Catastrophic illness/injury leave should be administered based upon the following

25.8.2.1 Process for request: Catastrophic illness/injury leave requests must be submitted in writing to GDPS' Human Resources Department. GDPS shall determine whether or not to grant a request for Catastrophic Illness/Injury Leave within ten (10) work days, based on verification by a medical doctor as to the nature of the illness or injury, anticipated length of absence and prognosis for recovery. All information provided by the unit member requesting leave shall be held in strict confidence to the extent allowable by law.

25.8.2.2 Leave Bank Donation Limit: Bargaining unit members may donate one (1) accrued leave day per school year to a catastrophic illness/injury leave bank for unit members suffering a catastrophic illness/injury; however, each member must retain at least nine (9) sick leave days for his/her own account. If the days of the leave bank become depleted entirely, GDPS may ask unit members to donate an additional one (1) day of accrued personal illness and injury leave.

25.8.2.3 Leave Bank Award Limit: The number of donated days that can be received by a bargaining unit member is limited to twenty (20) days per school year. Any unused days revert back to the bank.

25.8.2.4 Leave Bank Participation: Ability to participate in the leave bank days shall be contingent upon the unit member having contributed at least one (1) day to the leave bank during the applicable school year.

25.8.2.5 Leave Bank Donation – GDPS Match: GDPS shall add one (1) day to the Leave Donation Bank for each three (3) days donated by unit members in

non- fractional increments.

25.8.2.6 Leave Bank Carry-Over: Unused leave days in the bank shall roll over from year to year.

25.8.3 Upon exhaustion of the accrued personal illness and injury leave and catastrophic illness/injury leave bank days, unit members may request, through their AMU site representative, the donation of additional leave time from other unit members for a catastrophic illness or catastrophic injury as verified by GDPS' Human Resources Department from information obtained by the unit member's medical doctor as to the nature of the illness or injury. All information provided by the unit member requesting leave shall be held in strict confidence to the extent allowable by law. The donated leave will be deducted from the accrued personal illness and injury leave of the member who donates it. No member may contribute more than one (1) additional day of leave per incident.

Article XXVI – Compensation

26.1 Salary Schedule:

The salary schedule shall be set forth in Appendix A.

- Effective July 1, 2021, the salary schedule shall be increased by three and one-quarter percent (3.25%). (Steps 14, 16 and 18 will continue to receive the same salary as Steps 13, 15 and 17 respectively.)
- To be paid by June 25, 2021, returning unit members shall receive a one-time off schedule salary payment based upon their School assignment as follows:

\$2,250

Independent Schools

\$2,500

Span School

- Animo Compton

\$2,750

Turnaround

- Alain Leroy Locke CPA
- Animo Legacy

- To be paid 50% on August 25, 2021, and 50% on January 25, 2022, unit members hired by August 1, 2021, shall receive a one-time off schedule salary payment based upon their School assignment as follows:

\$2,000

Independent Schools

\$2,500

Turnaround Schools

Effective July 1, 2018, steps 15-19 shall be added to Column 6 only with the following advancements:

<u>Step</u>	<u>Increase</u>
14	0
15	1.5%
16	0
17	1.5%
18	0
19	1.5%

Unit members with more than thirteen (13) years of credentialed service will be placed appropriately on the new steps noted above.

Unit members will have a total of ten (10) professional development days per year (a total of 198 for new teachers and 193 for other unit members).

26.2

2621 Default Pay Frequency with Summer Savings: All unit members will have their salary, as determined by the salary schedule, paid on a semi-monthly basis for service over twenty- four (24) pay periods between July 16th and June 30th for which GDPS will withhold one twenty-fourth (1/24 or about 4.16%) of each paycheck remitted during the school year in which the election is made and GDPS shall provide the unit member with the net pay withheld for that school year on or before July 25th of that school year.

2622 Optional Pay Frequency without Summer Savings: A unit member may opt to receive his or her salary, as determined by the salary schedule, paid on a semi-monthly basis for service over twenty-three (23) pay periods between July 16th and June 30th (i.e., no Summer Savings paycheck for the July 1-15 period).

GDPS shall align a Summer Savings opt-out enrollment period with the open enrollment period for health benefits for new and returning unit members. The election made during this Summer Savings opt-out enrollment period shall remain in effect through the end of the school year for which the election is made.

2623 Pay Date on Weekend or Holiday: Should a pay date fall on a weekend or designated GDPS holiday, members will be paid on the business day immediately preceding that date.

26.3 GDPS will include an amount in each school's budget to be used to pay members for duties outside of those provided during the normal instructional day. Beginning July 1, 2020 and

thereafter, this amount shall be calculated at the rate of \$55 per high school pupil and \$50 per middle school pupil based upon the GDPS approved enrollment in each campus' budget. The stipend committee may decide to reduce the stipend funding below the minimum allocation. The stipend committee shall not decide to increase the stipend funding above the minimum allocation without prior written approval from the school Principal.

A committee which includes unit members and an administrator shall be formed at each site to discuss the distribution of stipends and other forms of compensation including release time. A process for distributing stipends shall be developed and documented at each site. The discussion shall include compensation for unit members who have three or more preparations, coaching and other activities designated as warranting a stipend as determined at each school site by the committee described above. Five dollars (\$5) of the above amount per public in each school budget shall be reserved for the stipend committee to allocate, as it deems appropriate per its process for distributing stipends, toward school leadership stipend work (e.g., Instructional Leadership, School Culture, Advisory, Grade Level Lead) actually performed during summer Break. (For instance, a school with 500 students shall reserve \$2,500 toward Summer Break school leadership stipend work). The committee shall compose a draft stipend schedule for the following school year that shall be ratified by majority vote at the site, and shall be published no later than the last day of school at each site. A stipend schedule shall be published no later than September 30 of each school year.

26.4 Salary schedule advancement shall be based on graduate semester units or the equivalent in quarter units. To qualify for advancement, the units must:

- 1) Be earned at an accredited college or university; and
- 2) Reasonably relate to the unit member's assignment; or
- 3) Reasonably relate to educational theory of practice

Salary schedule advancement will take effect on the first payroll processed after receipt of official transcripts by the GDPS Human Resources Department.

Credit towards advancement for units that are not graduate units or that do not meet the criteria in 1 and 2 or 3 above may be granted if pre-approval is given in writing by the unit member's immediate superior.

If pre-approval is denied, the unit member may appeal to a joint Green Dot/AMU committee for resolution.

26.5

1. Student growth will comprise a significant component for each teacher's effectiveness rating. These percentages may change based on stakeholder feedback but will remain a significant component.
 - a. Group 1 non-tested teachers: 25%
 - b. Group 2 tested teachers: 40%
 - c. Group 3 special education teachers: 20%

2. GDPS and AMU will continue to research and discuss developing a GDPS College Readiness Performance-Based Compensation Pay Scale (“Scale”). Because this change would replace the traditional step and column system GDPS and AMU fully understand the essential need to further develop, study and broadly disseminate/share vital data, in order to be ready to fully accept a new compensation system. For example, GDPS and AMU agree that more work needs to be done to ensure unit members are confident that all components of the evaluation system are calibrated appropriately
- 26.6 Unit members who are required to cover classes during the preparation period(s) shall receive compensation at pro rata of the daily substitute rate for each period covered. Members shall record the coverage hours on the appropriate form and submit the form no less frequently than once a month.
- 26.7 When unit members voluntarily take on a teaching assignment during their preparation period(s), they shall receive compensation at their prorated actual salary rates.

A conference will take place between administration and the member to agree on the basis of support that which is consistent with the collective bargaining agreement. Any agreement not within the boundaries of the contract must be agreed upon by AMU and GDPS.
- 26.8 Effective July 1, 2021, the hourly teacher rate shall be increased from \$35.00 per hour to \$45.00 per hour.

Article XXVII – Health Benefits

- 27.1 GDPS shall pay all medical, dental, vision, life insurance, long and short-term disability and employee assistance program premiums for AMU members at the rate for Anthem Blue Cross Vivity HMO (“Vivity”). Effective November 1, 2021, unit members may select Anthem Blue Cross Traditional HMO or Kaiser Permanente Southern California Traditional HMO (“Kaiser Permanente”) instead of Vivity, but shall pay an amount equal to 11.5% of the cost of the Anthem Blue Cross Traditional HMO for either the Anthem Blue Cross Traditional HMO or Kaiser Permanente. This cost shall be deducted from the unit member’s pay on a semi-monthly basis. The parties agree to review the relative costs and benefits offered under the plan with input from the Health Benefits Committee as described in Articles 27.4 and 27.5 below.

A copy of the Plan Summary shall be available at the Human Resources office.
- 27.2 Effective November 1, 2021, unit members who select the Anthem Blue Cross EPO (“EPO”) shall pay an amount equal to 20.2% of the premium costs of the EPO. Also effective November 1, 2021, unit members who select the Anthem Blue Cross PPO (“PPO”) shall pay an amount equal to 32.6% of the premium costs of the PPO. This cost shall be deducted from the unit member’s pay on a semi-monthly basis.
- 27.3 Unit members electing the PPO option shall have access to a written statement of their maximum monthly contribution to health insurance premiums at the time of their enrollment. If such statement is not made available, GDPS shall pay the full cost of medical benefits for the unit member regardless of their plan choice.

- 27.4 The Health Benefits Committee shall convene annually by November 1 to review and make recommendations to GDPS regarding options for health benefits.
- 27.5 AMU shall be entitled to two (2) representatives on the Health Benefits Committee and the following stakeholders shall be offered membership on the Health Benefits Committee: two (2) ACEA representatives; GDPS's Chief Operating Officer; GDPS's Director of Human Resources; and two (2) school site administrators. The parties may add members to the Benefits Committee as mutually agreed upon by AMU and GDPS.
- 27.6 Upon a unit member's signed affirmation that he or she has alternative coverage, unit members who waive coverage shall receive \$125.00 per month for a period of ten (10) months.
- 27.7 Employer-provided health benefits for full-time employees shall commence on the first day following the month in which employment commences, and shall terminate on the last day of the month in which employment terminates.

Article XXVIII – Layoffs

- 28.1 Layoffs may occur at that the end of the year due to programmatic changes or a reduction in funds.
- 28.2 There shall be no layoffs during the school year unless mutually agreed upon by AMU and GDPS management.
- 28.3 Final notice of any certificated layoffs will be finalized by May 15 of each school year, but may be determined sooner. To the extent possible, preliminary layoff notices will be distributed by March 31. This will allow time for an assessment of any attrition.
- 28.4 The decision as to which teachers are to be laid off at the end of each school year will be based upon the following criteria:

The principal and members of the affected department(s) will meet to review the placement of department members and attempt to make a determination regarding who will be laid off. If they are unable to reach a consensus, the teachers in the affected department(s) will be ranked using the following criteria:

1. Teacher qualifications – (40% weighting)
 - a. Clear single subject teaching credential – 4 points
 - b. Preliminary single subject teaching credential – 3 points
 - c. Internship single subject teaching credential – 1 points
 - d. None of the above – 0 points
2. History of performance evaluations – (30% weighting)

- a. The average score on all performance evaluations completed during employment with Green Dot
- 3. Expertise and relevant experience (30% weighting for the category)
 - a. Expertise in subject matter (15% weighting)
 - i. Masters degree – 4 points
 - ii. Bachelors degree in the subject matter being taught – 3 points
 - iii. Passed CSET in the subject matter being taught – 2 points
 - iv. Completed 20 semester units in the subject matter being taught – 1 point
 - v. None of the above – 0 points
 - b. Years of experience (15% weighting)
 - i. Total teaching experience (6%)
 - 1. 11+ years – 4 points
 - 2. 6-10 years – 3 points
 - 3. 3-5 years – 2 points
 - 4. 0-2 years – 1 point
 - ii. GDPS teaching experience (9%)
 - 1. 6-10 years – 4 points
 - 2. 3-5 years – 3 points
 - 3. 0-2 years – 2 points

Using the above criteria, an agreed to list (including each teacher subject to layoff and the score associated with that teacher will then be generated. Depending upon the number of positions needed to be reduced, as decided by GDPS, the lowest scoring teachers will be notified of their potential layoff. If a teacher requests details regarding their scoring or the teacher believes he or she has additional information that was not considered in determining the rankings, such teacher may meet with the Chief Talent Officer or designee, along with an AMU representative to provide any and all written or oral information to contest the scoring.

Layoffs will be carried out by GDPS on a school by school basis, and as such, any teachers laid off at one school shall not possess any bumping rights as to teachers at other schools.

Teachers selected for layoff will be placed on a reemployment list for a period of twelve (12) months from the decision to layoff, and so long as the teacher remains on that list, such teachers will be notified of any vacant positions at GDPS schools and will be offered a position that meets the teacher's qualification. Teachers who decline a position will then be removed from the list and would have to reapply for consideration of future employment.

Article XXIX – Assignability of Agreement

- 29.1 This Agreement is assignable.
- 29.2 GDPS's Board agrees to reasonably involve the Asociación in any decision leading to a corporate merger, affiliation, change of affiliation, employer or transfer of employees. Reasonable involvement shall be defined as providing for a meaningful exchange of proposals and counterproposals in writing. GDPS's Board shall take final action only after such involvement.
- 29.3 Terms and conditions of the assignment of this Agreement shall be developed with reasonable involvement of the Asociación. Reasonable involvement shall be defined as providing for a meaningful exchange of proposals and counterproposals in writing. GDPS's Board shall take final action only after such involvement.
- 29.4 The current collective bargaining agreement shall continue in full force and effects subsequent to any actions taken above.

Article XXX – Professional Growth

- 301 The parties to this agreement recognize that in order for GDPS to maintain its organizational vigor and best serve its students it is necessary to develop a systematic, on- going, program of professional growth and development.
- 302 The parties further recognize that the professional development of unit members is both a personal and institutional responsibility of the unit members, AMU, GDPS, and GDPS's Board.
- 303 The parties commit to jointly plan in-service programs that will further professional development of individual unit members and advance the mission of GDPS. These in- service programs shall include a minimum of six (6) hours of independent preparation and planning time each year prior to the start of the school year.
 - 303.1 Not later than thirty (30) days following the commencement of each school year AMU and GDPS will appoint not less than two (2) representatives each to a committee whose responsibilities shall be to develop in-service activities for that school year. If a site has a counselor, one of the seats in the committee must be offered to a counselor in addition to the other representative selected by AMU and GDPS.
 - 303.2 Not later than thirty (30) days following the beginning of the school year the parties will meet to define the scope of the in-service program as it relates to the above objectives. The committee shall meet at least once a quarter with periodic check- ins throughout the quarter. They will meet to jointly develop and decide on the

professional development plan for the site. AMU and the Administration shall mutually develop a professional development survey to be administered twice annually. Both survey results and site data shall guide future planning for the professional development of the site. Survey results shall be made available to the staff.

- 303.3 It shall be the responsibility of the above committee to recommend to GDPS's Board a budget deemed appropriate to accomplish the jointly agreed to annual in- service activities.
- 304 The parties to this agreement will work together to foster partnerships with institutions of higher education to provide resources for the development of GDPS and its unit members.
- 305 It is the intent of the parties to maintain an on-going financial commitment to assist unit members in their formal professional development.
 - 305.1 Fairness and equal access to such assistance shall be deemed to be critical elements in the professional development assistance program.
 - 305.2 AMU unit members and Green Dot believe that making release time available to unit members to observe educational practices of their colleagues or other skilled practitioners is an important component of teacher professional development and it is the intent of the parties to include this practice within broader teacher professional development programs at each school site.

Article XXXI – School Leadership

- 31.1 Each school site and the Asociación agree to establish a teacher led school environment, where teacher talents will be utilized to their fullest potential, offering perspectives in administrative, curricular and extra-curricular decision making.
- 31.2 The Asociación shall be allowed to participate during Board of Directors meetings as appropriate. The Asociación shall receive all proposed Board Agendas in advance and shall receive the minutes of all Board meetings. The Asociación shall receive reasonable release time to attend Board Meetings held during the workday.
- 31.3 At each site the Asociación shall have representation on all Leadership bodies. The exact composition and authority of those bodies may differ from site to site.

Green Dot is committed to a school environment where teacher and counselor talents will be supported and utilized to their fullest potential. Unit members will have the opportunity to participate in shared decision-making on curricular and extra-curricular issues. Unit members shall have representation on school committees; however, the exact composition and authority of these bodies may differ. Committee members shall be selected by site unit members for all site committees. All requirements, processes and expectations of all committee members and/or leadership positions (non-administrative) shall be communicated to all members. Each site shall determine the requirements, processes and expectations for committee members and/or leadership positions.

- 31.4 Green Dot management shall inform AMU of upcoming Green Dot-wide committees needed to analyze or develop recommendations for programming, curriculum and instruction. Green Dot and AMU will develop a process for informing members, soliciting participation on the committees and selecting committee members.

AMU will make recommendations through the Green Dot Teacher Leader Program, department chairs, instructional leader teams and the SAC on the selection, development and implementation of all academic programs, curriculum and instruction. No decisions shall be made by the Board without soliciting recommendations from unit members.

- 31.5 Course offerings will be decided at each site collaboratively. By March 15 of each year, each department will recommend changes to the course offerings based on input from administrators and counselors. Those suggestions will be sent to the School Advisory Council for input from stakeholders in April. A final decision on course offerings shall be made by GDPS.

School Advisory Council

Each school site shall have a School Advisory Council (SAC). The SAC has preliminary approval over the budget prior to submission to the Green Dot Board for final approval. The composition of the SAC will include AMU members as voted upon their school site members.

Hiring Committee

A committee will be convened by the principal at each school site to provide input and make recommendations on the hiring of unit members. The exact make-up of the committee may vary from site to site. During the site interview, committee members will be provided with the resumes of all applicants being considered. There must be a minimum of two (2) candidates considered by the committee, provided there are at least two (2) qualified applicants. Should the hiring committee be unable to reach a consensus in its decision to hire a particular candidate, a meeting will take place with the cluster director to attempt to reach an agreement. However, the principal retains the final authority on all hiring decisions.

Community Feedback Panel - Administrator

A community feedback panel will be convened by the principal or cluster director at each site where there is an administrative vacancy. In addition to groups which may include classified, parents, students, the community feedback panel will include at least four (4) unit members. If there are more unit members interested in serving than there are spots available, selection shall be by lottery. The community feedback panel will be provided with the resumes of all applicants being considered. There must be a minimum of two (2) candidates considered by the committee, provided there are at least two (2) qualified applicants. The committee will provide feedback to the principal and/or cluster director. However, GDPS retains the final authority on all hiring decisions.

Discipline Review Board

Subject to applicable suspension/expulsion policies as defined by the applicable charter, a representative body of unit members will serve on the Discipline Review Board (DRB). This group convenes on a monthly basis to monitor campus-wide discipline data and determine consequences

or interventions (pursuant to applicable GDPS policies) for individual students up to and including a recommendation for expulsion to the GDPS Discipline Review Panel (DRP).

Article XXXII – Effect of Agreement

- 32.1 It is understood and agreed that the specific provisions contained in this Agreement shall prevail over GDPS practices and procedures and over state laws to the extent permitted by state law, and that in the absence of specific provisions in this Agreement, GDPS practices and procedures shall prevail.

Article XXXIII – No Strike, No Lockout

- 33.1 There shall be no strike conducted by the Asociación during the term of this agreement
- 33.2 There shall be no lockout conducted by GDPS's Board during the term of the agreement.
- 33.3 Violations of this Article shall be remedied through the Binding Arbitration provisions of this agreement or the processes of the Public Employment Relations Board as is appropriate
- 33.4 It is understood that the provisions of this article are not in effect during any negotiations pursuant to re-opener provisions of this agreement and shall lapse at the expiration of this agreement.
- 33.5 Nothing herein shall be deemed to in any way waive or impede the exercise of rights under the EERA, State or Federal statutory or constitutional law.

Article XXXIV – Calendar

- 34.1 A school calendar committee which includes an equal number of Association members (appointed by AMU) and GDPS representatives will be formed to determine the annual school calendar for the next three academic school years. The committee shall be advisory in nature and will make recommendations to AMU and GDPS concerning parameters and best practices for bell schedules, bell schedule changes and related training to be provided to site-based calendar committees. GDPS will retain authority for approval of bell schedules to ensure compliance with state law, academic requirements and related instructional totals. The parties may agree to exceptions to this process on a school specific case by case basis.
- 34.1.1 In the event that significant changes in calendar are required, the committee shall reconvene and reach agreement on the changes.
- 34.1.2 When calendar changes are made, unit members shall make all reasonable efforts to re-arrange any personal plans they've made under the old calendar. Unit members shall be held harmless from disciplinary action for plans made under an agreed upon calendar which is changed subsequent to the finalization of those plans.


Article XXXV - Term

This Agreement shall remain in full force and effect up to and including June 30, 2022; and thereafter shall continue in effect year-by-year unless one of the parties notifies the other in

writing of its request to modify, amend or terminate the Agreement.

Any provisions of this Agreement that are not requested to be modified, amended or terminated as indicated in the parties' initial proposal presented for the new Agreement to be negotiated, shall remain in full force and effect and be automatically adopted and incorporated in the new Agreement.


Jeremy Zuniga, President AMU


Dr. Cristina de Jesus, President and CEO
Green Dot Public Schools California

APPENDIX A

SALARY SCHEDULE

2021-22 Salary Schedule

2021-2022 Step and Column						
Step	Column					
	1	2	3	4	5	6
1	\$ 54,228	\$ 54,771	\$ 58,063	\$ 61,546	\$ 63,392	\$ 65,294
2	\$ 54,337	\$ 54,880	\$ 58,172	\$ 61,656	\$ 63,502	\$ 65,404
3	\$ 54,448	\$ 54,990	\$ 58,282	\$ 61,765	\$ 63,612	\$ 65,513
4	\$ 54,557	\$ 55,160	\$ 61,342	\$ 65,008	\$ 66,951	\$ 68,953
5	\$ 54,799	\$ 55,575	\$ 63,642	\$ 67,446	\$ 69,462	\$ 71,539
6			\$ 66,028	\$ 69,976	\$ 72,067	\$ 74,221
7			\$ 68,504	\$ 72,599	\$ 74,770	\$ 77,005
8			\$ 72,101	\$ 76,411	\$ 78,695	\$ 81,047
9			\$ 74,805	\$ 79,276	\$ 81,646	\$ 84,087
10			\$ 77,610	\$ 82,249	\$ 84,707	\$ 87,240
11			\$ 80,521	\$ 85,333	\$ 87,884	\$ 90,512
12			\$ 83,540	\$ 88,534	\$ 91,180	\$ 93,906
13			\$ 87,926	\$ 93,181	\$ 95,967	\$ 98,836
14						\$ 98,836
15						\$ 100,319
16						\$ 100,319
17						\$ 101,823
18						\$ 101,823
19						\$ 103,350

Column I	Bachelor's degree
Column II	Bachelor's degree, plus 15 semester units beyond B.A.
Column III	Valid subject area teaching credential
Column IV	Bachelor's degree, plus 45 semester units beyond B.A. including valid subject area teaching credential OR Master's degree w/ valid subject area teaching credential OR National Board certification w/ valid subject area teaching credential
Column V	Bachelor's degree, plus 60 semester units beyond B.A. including valid subject area teaching credential OR Master's Degree/National Board certification plus 15 units beyond Master's degree and valid area teaching credential
Column VI	Bachelor's degree, plus 75 semester units beyond B.A. including valid subject area teaching credential OR Master's degree/ National Board certification plus 30 units beyond Master's degree and valid subject area teaching credential

2021-22 Work Year

The work year for returning teachers and counselors is 194 days.

The work year for new teachers and counselors is 199 days.

Longevity Salary Step Increase

In lieu of a 3.75% annual step increase, teachers and counselors in years 4,8,13 will receive a 5.25% step adjustment

**Teaching credit will be given for teacher-of-record experience under a valid teaching credential/license in public and private schools, grades K-12. Credit for international teaching experience will be granted if international credential/license is proven to be equivalent to domestic credential/license. For teacher-of-record experience without a credential, one year of credit will be given for every two years of experience, up to five years total experience credit*

APPENDIX B
TEACHER AND COUNSELOR
PERFORMANCE EVALUATION
MATERIALS and FORMS

Appendix B 2019-2020- Table of Contents

Evaluation Overview

1. College Ready Teaching Framework (CRTF)
2. Green Dot CA Performance Evaluation Calendar
3. Observation Cycle Visual Summary
4. Scheduled Observation Timeline
5. Interim Guiding Conference One Sheet
6. Summative Conference One Sheet

Observation

7. Green Dot Public School Lesson Plan Template
8. Informal Observation One Sheet
9. Coaching Service One Sheet
10. Unscheduled Observation One Sheet
11. Pre-Observation Conference One Sheet
12. Scheduled Observation One Sheet
13. Post Observation Conference One Sheet

Survey

14. 360 Survey
15. Student Survey
16. Family Survey

Forms

17. Leave of Absence Form
18. Independent Third Rater Submission Form
19. Petition to Move to the Next Group Form

Counselor Evaluation Materials

20. College Ready Counseling Framework (CRCF)
21. Counselor Evaluation Timeline
22. Individual Conference One Sheet
23. Check In One Sheet
24. Observation and Debrief One Sheet
25. Performance Evaluation Meeting One Sheet

COLLEGE-READY TEACHING

DOMAIN 1: Data-Driven Planning and Assessing Student Learning

Domain 1: Domain 1 Essential Questions:

How does the teacher plan a rigorous standards-aligned lesson that is driven by data to create opportunities and supports for ALL students?

How will the teacher's sequence of learning experiences/lessons move students from dependent to independent learning and mastery of the standards?

Standards	Indicators
1.1 Backwards Design	A) Scope and Sequence
	B) Data-Driven Planning
1.2 Establish and measure standards-based learning objectives for instructional plans	A) Selection of learning objectives
	B) Measurability of learning objectives
1.3 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Designing and sequencing of learning experiences
	B) Creating cognitively engaging learning experiences for students

DOMAIN 2: The Classroom Learning Environment

Domain 2 Essential Questions:

How does the teacher work to create a learning partnership where students and teachers work together in order to master rigorous content standards?

How does the teacher create an environment that is physically, emotionally, and socially safe enough for students to take academic risks?

2.1 Culture of learning	A) Interactions between teacher and students
	B) Academic Persistence
2.2 Manage student behavior	A) Behavioral expectations and response to behavior
2.3 Use smooth and efficient transitions, routines, and procedures	A) Routines, procedures, and transitions

DOMAIN 3: Instruction

Domain 3 Essential Question:

How does the teacher facilitate the lesson structure to allow students to carry the cognitive load and engage in rigorous, standards-aligned learning experiences throughout the lesson?

3.1 Communicate learning objectives to students	A) Communication of the learning objectives of the lesson
	B) Criteria for success
3.2 Facilitates Instruction	A) Lesson Structure
	B) Cognitive level of student learning experiences

DOMAIN 3: Instruction

3.3 Implementation of instructional strategies	A) Questioning
	B) Academic discourse
	C) Group structures
3.4 Monitoring student learning during instruction	A) Checking for understanding and feedback

CONTRIBUTIONS TO SCHOOL COMMUNITY AND FAMILIES

DOMAIN 4: Developing Professional Practice

Domain 4 Essential Questions:

How does the teacher engage in the reflection process? How does the teacher engage in the professional learning community?
How does the teacher exhibit Green Dot core values?

4.1 Engage in critical reflection and revision to increase effectiveness	A) Lesson Reflection
	B) Use in future planning
4.2 Engage in collaborative relationships with peers	A) Participation in a professional community
	B) Participation in the school community
4.3 Exhibiting and upholding the Green Dot Core Values	A) Unwavering belief in all student's potential
	B) Passion for excellence
	C) Personal Responsibility
	D) Respect for others and community
	E) All stakeholders critical to process

DOMAIN 5: Developing Partnerships with Family and Community

5.1 Develop two-way communication with families about student learning and achievement	A) Initiation of meaningful communication
	B) Responsiveness to parent inquiries and communication
	C) Inclusion of the family as a partner in learning decisions
5.2 Help students leverage resources in their community that support their success in college and beyond	A) Goal setting and advocacy
	B) Knowledge or use of community resources

Standard	Indicators	Does Not Meet Standard Level I	Partially Meets Standard Level II	Meets Standard Level III	Exemplifies Standard Level IV
1.1 Backwards Design	1.1A Scope and Sequence	The teacher articulates where the lesson falls in the scope and sequence of the unit/curriculum but does not explain how the lesson builds upon previous and towards future lessons in the unit. AND Teacher does not explain how the skills and content of the lesson prepare students for the upcoming summative assessment.	The teacher articulates where the lesson falls in the scope and sequence of the unit/curriculum and explains how the lesson builds upon previous or towards future lessons in the unit. OR Teacher does not explain how the skills and content of the lesson prepare students for the upcoming summative assessment.	The teacher articulates where the lesson falls in the scope and sequence of the unit/curriculum and explains how the lesson builds upon previous and towards future lessons in the unit. AND Teacher explains how the skills and content of the lesson prepare students for the upcoming summative assessment.	<i>All of level 3 and...</i> The teacher articulates how the lesson reinforces or extends specific interdisciplinary (outside of the department) skills or content. OR The teacher articulates how the lesson builds skills necessary for vertical alignment to subsequent grade levels.
	1.1B Data Driven Planning	The teacher does not cite data to define subgroups. OR The teacher does not include instructional strategies used to meet the needs of subgroups.	The teacher cites data to define subgroups and justify specific instructional strategies used to meet the needs of subgroups, but the data is vague. OR The teacher cites specific data to define subgroups and includes instructional strategies to meet the needs of subgroups but does not draw a clear connection between the strategies and data.	The teacher cites specific and relevant data to define subgroups and justifies specific instructional strategies used to meet the needs of subgroups by drawing a clear connection between data and strategies.	<i>All of level 3 and...</i> The teacher cites current and relevant data to identify knowledge/skill gaps, and designs additional and concurrent instruction to remediate for subgroups or individual students
1.2 Establish and measure standards-based learning objectives for instructional plans	1.2A Selection of learning objectives	Learning objective(s) is missing a specific level of cognition or content. AND Learning objective(s) is misaligned with progress toward mastery of grade level content standards.	Learning objective(s) is missing either a specific level of cognition or content. OR Learning objective(s) is misaligned with progress toward mastery of grade level content standards.	Learning objective(s) includes both a specific level of cognition and content. AND Learning objective(s) is aligned to and progresses toward mastery of grade-level standards (content, CCSS, ELD)	<i>All of level 3 and...</i> Teacher creates an additional objective to meet the needs of subgroups or individual students that aligns to corresponding learning experience(s).
	1.2B Measurability of learning objective(s)	Proving behavior does not measure the independent mastery of the learning objective(s).	Proving behavior measures the independent mastery of the learning objective(s). AND Proving behavior includes general criteria (quantitative or qualitative) for measuring success.	Proving behavior measures the independent mastery of the learning objective(s). AND Proving behavior includes specific criteria (quantitative or qualitative) for measuring success.	<i>All of level 3 and...</i> Proving behavior(s) includes opportunity for student choice of outputs. OR Proving behaviors measure mastery of learning objective(s) through multiple methods.

					OR Teacher creates a second proving behavior aligned to mastery of the additional subgroup objective.
1.3 Organize instructional plans to promote standards-based, cognitively engaging learning for students	1.3A Design and sequence of learning experiences	The lesson sequence inappropriately releases responsibility to move students toward independent mastery of the learning objective. AND The timing of learning experiences inconsistently maintains pacing that maximizes instructional time.	The lesson sequence inappropriately releases responsibility to move students toward independent mastery of the learning objective. OR The timing of learning experiences inconsistently maintains pacing that maximizes instructional time.	The lesson sequence appropriately releases responsibility to move all students toward independent mastery of the learning objective. AND The timing of learning experiences maintains appropriate pacing that maximizes instructional time throughout the lesson.	<i>All of level 3 and...</i> The teacher designs a lesson sequence that includes additional and concurrent instruction to remediate for or advance subgroups or individual students.
	1.3B Creating cognitively engaging learning experiences for students	Learning experiences are not cognitively engaging OR The rigor of the learning tasks do not enable students to progress toward mastery of grade-level standards.	Some learning experiences are cognitively engaging for all students OR Learning experiences are cognitively engaging for some but not all students due to inappropriate scaffolding. OR Teacher inconsistently designs rigorous learning tasks that enables students to progress toward mastery of grade-level standards.	Learning experiences are cognitively engaging for all students and include scaffolds to provide access for subgroups (including IEPs or other subgroup needs.) AND The rigor of the learning tasks enables students to progress toward mastery of grade-level standards (content, CCSS, ELD).	<i>All of level 3 and...</i> Students self-monitor using specific criteria aligned to skills or content of the lesson objective to inform choice of learning experience or level of difficulty within learning experience. OR Teacher assigns subgroups or individual students to their appropriate level of difficulty within a learning experience based on data

Standard	Indicators	Does Not Meet Standard Level I	Partially Meets Standard Level II	Meets Standard Level III	Exemplifies Standard Level IV
2.1 Culture of Learning	2.1A Interactions between teacher and students	The teacher's interactions with student(s) are negative, demeaning, or inappropriate to the age and needs of the students in the class. OR Students do not demonstrate appropriate interactions with the teacher consistent to their age, IEP, BIP, or other subgroup needs.	The teacher's interactions with students inconsistently demonstrate respect, positivity and appropriateness for the age and needs of the students. OR Students inconsistently demonstrate appropriate interactions consistent to their age, IEP, BIP, or other subgroup needs.	The teacher's interactions with students are respectful, positive and appropriate for the age and needs (including IEP, BIP, or other subgroup needs) of the students and support an environment of emotional safety. AND Students demonstrate appropriate interactions with the teacher consistent to their age, IEP, BIP or other subgroup needs.	<i>All of level 3 and...</i> The teacher's interactions demonstrate a positive rapport with individual students as informed by a discrete knowledge of students.
	2.1B Academic Persistence	The teacher's words and actions emphasize task completion over the learning process.	The teacher's words and actions inconsistently maintain high expectations and provide limited opportunities for academic risk-taking and productive struggle. OR Students do not engage in academic risk-taking or productive struggle.	The teacher's words and actions maintain high expectations for student effort and encourage academic risk-taking and productive struggle. AND Students attempt to engage in academic risk-taking and productive struggle per their IEP, BIP, or other subgroup needs.	With minimal prompting, students consistently expend effort to engage in productive struggle, take academic risks, and hold each other accountable per their BIP, IEP or other subgroup needs.
2.2 Manage Student Behavior	2.2A Behavioral expectations	The teacher communicates limited to no standards for student behavior. OR Student behavior does not contribute to an academic environment.	The teacher inconsistently communicates standards for student behavior. OR Verbal and non-verbal responses to behavior are inconsistent, reactive, or inappropriate per IEP, BIP, or other subgroup needs. OR Student behavior inconsistently contributes to an academic environment.	The teacher consistently communicates clear, high standards for student behavior. Verbal and non-verbal responses to behavior are consistent, proactive, respectful, and appropriate per IEP, BIP or other subgroup needs. AND Student behavior consistently contributes to an academic environment.	The teacher has established high standards for student behavior and students demonstrate high standards for behavior with minimal prompting OR <i>All of level 3 and . . .</i> In response to misbehavior, the teacher engages in practices that attempt to reintegrate students back into the classroom.

Standard	Indicators	Does Not Meet Standard Level I	Partially Meets Standard Level II	Meets Standard Level III	Exemplifies Standard Level IV
2.3 Use smooth and efficient transitions, routines, and procedures	2.3A Routines, procedures, and transitions	The teacher has not established or does not implement routines, procedures, and transitions, resulting in a loss of instructional time.	The teacher has established some routines, procedures, and transitions, but some may be missing or inconsistently implemented, resulting in the loss of instructional time.	With teacher prompting, students efficiently engage in routines, procedures, and transitions that maximize instructional time.	With minimal prompting, students efficiently engage in all routines, procedures, and transitions that maximize instructional time. OR Students effectively facilitate some routines, procedures, and transitions.

3.1 Communicate learning objectives to students	3.1A Communication of the learning objectives of the lesson	The learning objective(s) is not communicated.	Teacher communicates the learning objective, but does not refer to it throughout the lesson. OR Teacher refers to the learning objective throughout the lesson, but does not contextualize the objective in relationship to prior or future learning. OR Students are not able to articulate the objective of the lesson.	Teacher refers to the learning objective throughout the lesson, and contextualizes the objective in relationship to prior or future learning. AND Students are able to articulate the objective of the lesson.	Teacher refers to the learning objective throughout the lesson and students are able to articulate the relevance of the learning objective(s) in relationship to prior or future learning, or within or outside of the discipline.
	3.1B Criteria for success	The teacher does not communicate criteria for successfully demonstrating mastery of the learning objective(s). OR Students are unable to articulate the proving behavior for demonstrating mastery of the learning objective(s).	The teacher communicates general criteria for demonstrating mastery of the learning objective(s). OR The teacher communicates specific criteria for successfully demonstrating mastery of the learning objective(s), but students are only able to articulate the proving behavior (no criteria) for demonstrating mastery of the learning objective(s).	The teacher communicates specific criteria for successfully demonstrating mastery of the learning objective(s). AND Students are able to articulate criteria for successfully demonstrating mastery of the learning objective(s).	<i>All of level 3 and...</i> Students self-monitor using the success criteria including specific rationale(s) OR The teacher solicits student input to define or students affirm the criteria for successfully demonstrating mastery of the learning objective(s).

Standard	Indicators	Does Not Meet Standard Level I	Partially Meets Standard Level II	Meets Standard Level III	Exemplifies Standard Level IV
3.2 Facilitates Instruction	3.2A Lesson structure	The teacher facilitates a lesson sequence that inappropriately releases responsibility to move students toward independent mastery of the learning objective. AND The timing of learning experiences inconsistently maintains pacing that maximizes instructional time throughout the lesson.	The teacher facilitates a lesson sequence that inappropriately releases responsibility to move students toward independent mastery of the learning objective. OR The timing of learning experiences inconsistently maintains pacing that maximizes instructional time throughout the lesson.	The teacher facilitates a lesson sequence that appropriately releases responsibility to move all students toward independent mastery of the learning objective. AND The timing of learning experiences maintains pacing that maximizes instructional time throughout the lesson.	<i>All of level 3 and...</i> The teacher facilitates a lesson sequence that includes additional and concurrent instruction to remediate for or advance subgroups or individual students.
	3.2B Cognitive level of student learning experiences and rigor of tasks	Learning experiences are not cognitively engaging OR The rigor of the learning tasks do not enable students to progress toward mastery of grade-level standards.	Some learning experiences are cognitively engaging for all students OR Learning experiences are cognitively engaging for some but not all students due to inappropriate scaffolding. OR Teacher inconsistently designs rigorous learning tasks that enable students to progress toward mastery of grade-level standards.	Learning experiences throughout the lesson are cognitively engaging for all students and include scaffolds to provide access for all students (including IEP or other subgroup needs.) AND Level of rigor of learning tasks and materials enable students to progress toward mastery of grade-level standards (content, CCSS, ELD).	<i>All of level 3 and...</i> Students self-monitor using specific criteria aligned to skills or content of the lesson objective to inform choice of learning experience or level of difficulty within learning experience. OR Teacher assigns subgroups or individual students to their appropriate level of difficulty within a learning experience based on data
3.3 Implementation of instructional strategies	3.3A Questioning	The teacher poses few questions to students. OR The teacher does not scaffold questions toward cognitive challenge and mastery of the learning objective(s).	The teacher poses questions to a small number of students. OR The teacher inconsistently scaffolds questions toward cognitive challenge and mastery of the learning objective(s).	The teacher poses questions to a wide range of students that are scaffolded toward cognitive challenge and mastery of the learning objective(s). AND The teacher uses strategies to enable students to correctly or fully answer questions and extend or justify their thinking.	<i>All of Level 3 and...</i> Students generate and initiate questions to further their own or other students' understanding of the content, including higher-order questions.

	Indicators	Does Not Meet Standard Level I	Partially Meets Standard Level II	Meets Standard Level III	Exemplifies Standard Level IV
3.3 Implementation of instructional strategies	3.3B Academic Discourse	The teacher does not require students to use academic vocabulary, discuss academic ideas, or justify their reasoning with evidence. OR The teacher provides minimal opportunities for student discussion.	In the whole class and small group discussions that occur, the teacher inconsistently requires students to use academic vocabulary, discuss academic ideas, and justify their reasoning with evidence. OR Academic discourse is limited to a small number of students.	In the whole class and small group discussions that occur, the teacher facilitates conversations that require all students to consistently use academic vocabulary, discuss academic ideas, and justify their reasoning with evidence.	With minimal to no prompting, students extend discussions by inviting classmates to share, building on each other's ideas, and challenging each other's thinking OR Students facilitate whole class or small group conversations and consistently use academic vocabulary, discuss academic ideas, and justify their reasoning with evidence.
	3.3C Group structures * includes whole, independent, pair, small group	Group structures do not require cognitive engagement. OR Teacher facilitation does not support active student participation throughout group structures.	Group structures maximize cognitive engagement for some learning experiences. OR Teacher facilitation inconsistently supports active student participation throughout all group structures.	Group structures maximize cognitive engagement for each learning experience. AND Teacher facilitation supports active student participation throughout all group structures.	<i>All of level 3 and...</i> Student facilitation of one or more group structures supports active student participation OR Students actively work together throughout all group structures with minimal prompting from teacher.
3.4 Monitoring student learning during instruction	3.4A Checking for understanding and feedback	The teacher does not check for students' understanding of the learning objective during the lesson or checks for understanding do not yield actionable data on students' progress toward mastery of the learning objective. OR The teacher does not respond to CFU data.	The teacher inconsistently checks for understanding or checks for understanding yield actionable data on only some students' progress toward mastery of the learning objective. OR The teacher inconsistently responds to CFU data.	The teacher checks for understanding throughout the lesson to yield actionable data on all students' progress toward mastery of the learning objective. AND The teacher responds to CFU data throughout the lesson by providing specific feedback or adjusting instruction in order to advance students toward mastery of the learning objective.	<i>All of level 3 and...</i> Teacher provides opportunities for students to self-monitor using specific criteria to assess their own progress toward mastery of the objective AND Students specifically identify or choose further steps in learning related to academic skills or content knowledge.

Standard	Indicators	Does Not Meet Standard Level I	Partially Meets Standard Level II	Meets Standard Level III	Exemplifies Standard Level IV
4.1 Engage in critical reflection and revision	4.1A Lesson Reflection	The teacher references data and draws vague conclusions about the lesson's effectiveness in meeting the learning objective AND The teacher references evidence and draws vague conclusions about the effectiveness of specific learning experiences and strategies.	The teacher cites data but draws vague conclusions about the lesson's effectiveness in meeting the learning objective OR The teacher cites evidence but draws vague conclusions about the effectiveness of specific learning experiences and strategies.	The teacher cites relevant data in order to draw accurate and specific conclusions about the degree of the lesson's effectiveness in meeting the learning objective AND The teacher cites relevant evidence in order to draw accurate and specific conclusions about the degree of effectiveness of specific learning experiences and strategies.	<i>All of level 3 and...</i> The teacher cites relevant data or evidence to draw accurate and specific conclusions about the degree of the lesson's effectiveness in meeting the instructional needs of subgroups or individuals.
	4.1B Use in future planning	The teacher does not make suggestions about how the lesson could be improved.	The teacher makes only general suggestions about how the lesson could be improved. OR The teacher makes specific suggestions about how the lesson could be improved, but does not address future instructional plans	The teacher makes specific suggestions about how the lesson could be improved. AND The teacher explains future instructional plans based on the results of this lesson.	<i>All of level 3 and...</i> The teacher explains future plans for meeting the instructional needs of subgroups or individuals based on the results of the lesson
4.2 Engage in collaborative relationships with peers	4.2A Participation in a professional community	The teacher rarely participates in the professional community activities (professional development, grade level/department collaboration) or has strained relationships with colleagues that negatively impact the learning community.	The teacher participates in professional community activities (professional development, grade level/department collaboration) as required, maintaining cordial relationships with colleagues.	The teacher actively participates in the professional community (professional development, grade level/department collaboration) by demonstrating positive, collegial, and professional relationships with colleagues.	All of level 3 and... Teacher initiates and promotes positive relationships and collaboration in the professional community
	4.2B Participation in the school community	The teacher rarely maintains a united front with the staff by following and supporting agreed upon expectations and policies within the school (uniform, electronics policy, staff norms).	The teacher inconsistently maintains a united front with the staff by following and supporting agreed upon expectations and policies within the school (uniform, electronics policy, staff norms).	The teacher consistently maintains a united front with the staff by following and supporting agreed upon expectations and policies within the school (uniform, electronics policy, staff norms).	<i>All of level 3 and...</i> The teacher contributes to and supports the development and implementation of the agreed upon expectations and policies within the school (uniform, electronics policy, staff norms).

Standard	Indicators	Does Not Meet Standard Level I	Partially Meets Standard Level II	Meets Standard Level III	Exemplifies Standard Level IV
4.3 Exhibiting and upholding the Green Dot Core Values	4.3A Unwavering belief in all student's potential	The teacher's words and actions rarely demonstrate a belief in the ability of all students to achieve regardless of circumstance(s).	The teacher's words and actions inconsistently demonstrate a belief in the ability of all students to achieve regardless of circumstance(s).	The teacher's words and actions demonstrate a belief in the ability of all students to achieve regardless of circumstance(s).	<i>All of level 3 and...</i> The teacher serves as a model of the belief in the ability of all students to achieve or encourages others to develop this belief.
	4.3B Passion for excellence	The teacher does not manage challenges and obstacles OR does not strive to make improvements	The teacher manages challenges and obstacles but inconsistently strives to make improvements or maintain high standards.	The teacher persists in the face of challenges and obstacles and strives to make continuous improvements, holding self to high standards.	<i>All of level 3 and...</i> The teacher initiates improvements and develops innovative practices to benefit the school community.
	4.3C Personal responsibility	The teacher's actions rarely demonstrate taking responsibility for his or her role in the success of students, colleagues, and the school.	The teacher's actions inconsistently demonstrate taking responsibility for his or her role in the success of students, colleagues, and the school.	The teacher's actions demonstrate taking responsibility for his or her role in the success of students, colleagues, and the school.	<i>All of level 3 and...</i> The teacher serves as a model for taking responsibility for his or her role in the success of students, colleagues, and the school.
	4.3D Respect for others and community	The teacher rarely interacts with all stakeholders (school staff, parents, students) and the community in a respectful and productive manner.	The teacher inconsistently interacts with all stakeholders (school staff, parents, students) and the community in a respectful and productive manner.	The teacher interacts with all stakeholders (school staff, parents, students) and the community in a respectful and productive manner.	<i>All of level 3 and...</i> The teacher strengthens relationships among stakeholders
	4.3E All stakeholders critical to process	The teacher does not involve stakeholders (e.g. parents, counselors, CSOs, school psychologists) to remove barriers to students' learning or improve the school community.	The teacher inconsistently involves stakeholders (e.g. parents, counselors, CSOs, school psychologists) to remove barriers to students' learning or improve the school community.	The teacher involves stakeholders (e.g. parents, counselors, CSOs, school psychologists) to remove barriers to students' learning or improve the school community.	<i>All of level 3 and...</i> The teacher develops, refines, or shares replicable systems for involving stakeholders to remove barriers to students' learning or improve the school community.

Standard	Indicators	Does Not Meet Standard Level I	Partially Meets Standard Level II	Meets Standard Level III	Exemplifies Standard Level IV
5.1 Develop two-way communication with families about student learning and achievement	5.1A) Initiation of meaningful communication	The teacher rarely initiates communication with parents in order to keep them updated about their student's progress.	The teacher inconsistently initiates communication with parents in order to keep them updated about their student's progress.	The teacher has a system to initiate communication with parents in order to keep them updated about their student's progress.	<i>All of level 3 and...</i> The teacher demonstrates leadership in supporting others to develop and implement systems that initiate communication with parents.
	5.1B Responsiveness to parent inquiries and communication	The teacher rarely responds to parent communication in an appropriate and timely manner.	The teacher inconsistently responds to parent communication in an appropriate and timely manner.	The teacher responds to parent communication in an appropriate and timely manner.	<i>All of level 3 and...</i> The teacher demonstrates leadership in supporting others with responding to parent communication in an appropriate and timely manner.
	5.1C Inclusion of the family as a partner in learning decisions	The teacher rarely engages parents in the instructional program as a partner in their child's education.	The teacher inconsistently engages parents in the instructional program as a partner in their child's education.	The teacher engages parents in the instructional program as a partner in their child's education.	<i>All of level 3 and...</i> The teacher demonstrates leadership in initiating endeavors and supporting others in the engagement of parents.
5.2 Help students leverage resources in their community that support their success in college and beyond	5.2A Goal setting and advocacy	The teacher rarely advocates for student success through setting and monitoring rigorous learning goals for college readiness.	The teacher inconsistently advocates for student success through setting and monitoring rigorous learning goals for college readiness.	The teacher advocates for student success through setting and monitoring rigorous learning goals for college readiness.	<i>All of level 3 and...</i> The teacher establishes processes through which students establish and monitor rigorous learning goals for college readiness, and self-advocate for their attainment of the goals.
	5.2B Knowledge or use of community resources	The teacher rarely refers students and parents to the appropriate campus supports for academic and socio-emotional development, and college readiness.	The teacher inconsistently refers students and parents to the appropriate campus supports for academic and socio-emotional development, and college readiness.	The teacher refers students and parents to the appropriate campus supports for academic and socio-emotional development, and college readiness.	<i>All of level 3 and...</i> The teacher establishes processes for students to identify and incorporate relevant resources that increase their college readiness.

Green Dot Public Schools

Calendar/Calendario 2019-2020



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IMPORTANT DATES

FIRST SEMESTER DATES

September 24: Deadline for Counselor Fall Individual Conference

December 20: Deadline for Teacher Fall Summative Conference

SECOND SEMESTER DATES

360 Survey: January/February

Student Survey: February/March

Family Survey: January-May

February 18: Deadline for Counselor Spring Individual Conference

May 20: Deadline for Teacher Spring Summative Conference

May 28: Deadline for Counselor Performance Evaluation Meeting

TIMELINES and REMINDERS TEACHER EVALUATION

Informal Observations

Non-evaluating admin can conduct Informal Observations at any time

For a fall On Semester, evaluating admin must conduct 1 Informal Observation prior to any Unscheduled or Scheduled Observation.

For a spring On Semester, evaluating admin shall begin with the Observation Cycle (rather than an Informal) and shall conduct Informal Observations only after both Unscheduled Observations are complete

Unscheduled Observations

Unscheduled Observations need not happen prior to the Scheduled Observation

Interim Guiding Conference

Teachers in Group 1 and 2 will have their IGC during one of the first two debriefs of the teacher's "On Semester"

Teachers in Group 3 and 4 will have their IGC during one of the first two debriefs of the school year

TIMELINES and REMINDERS COUNSELOR EVALUATION

Individual Conference: Counselor to complete Individual Conference Template at least 5 working days prior to meeting

Check-In: Counselor prepares a written data-driven update and brings to the Check-In meeting

Observation: Can occur in either Fall or Spring semester. It is recommended that the date be collaboratively scheduled

Observation Debrief: Must occur within 7 working days after the Observation

Performance Evaluation Meeting: Counselor shares self-ratings and rationale at least 3 working days prior to meeting

Holidays

Final Exams

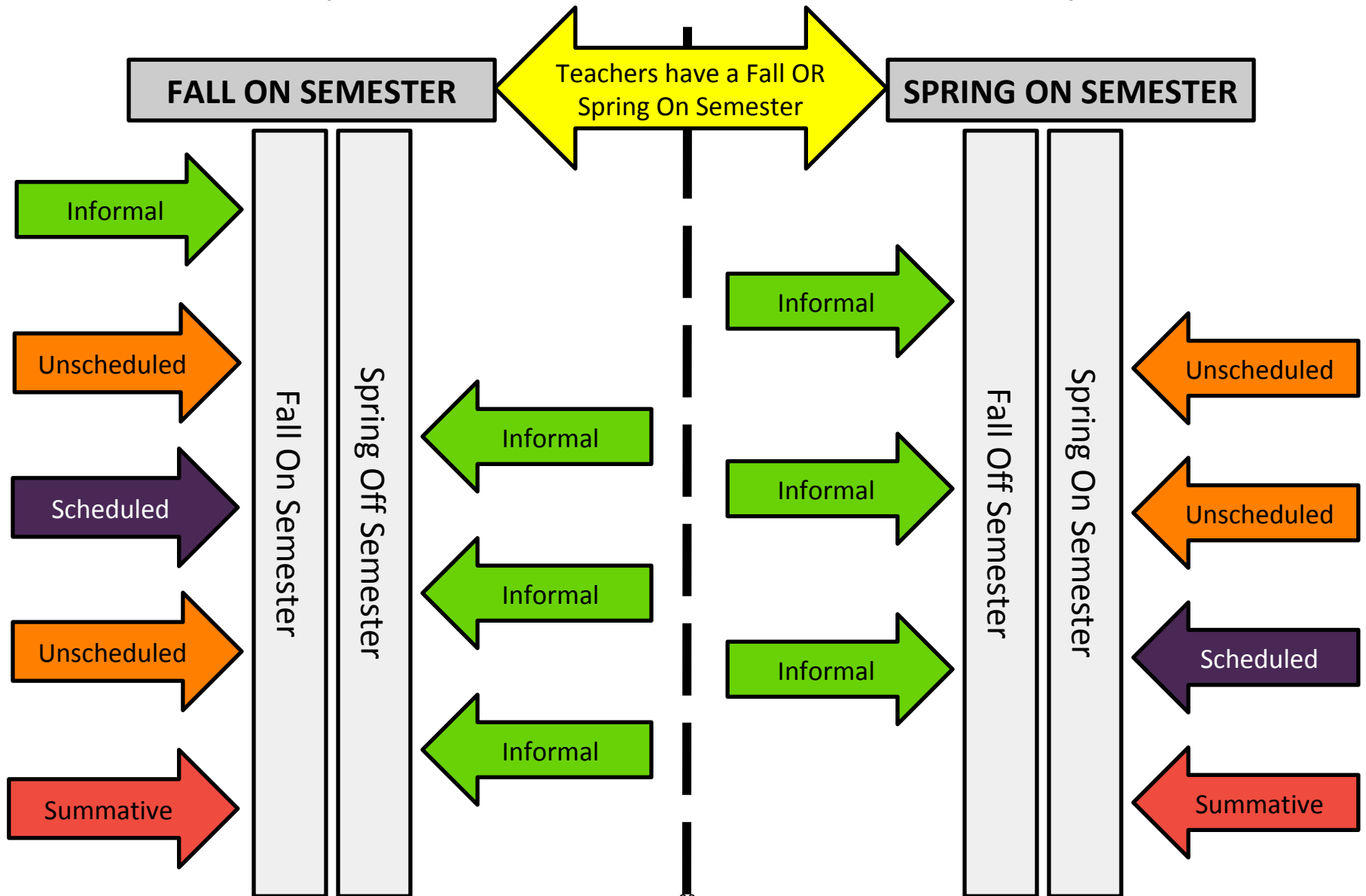
Evaluation Deadlines

Staff Professional Development

Midterms

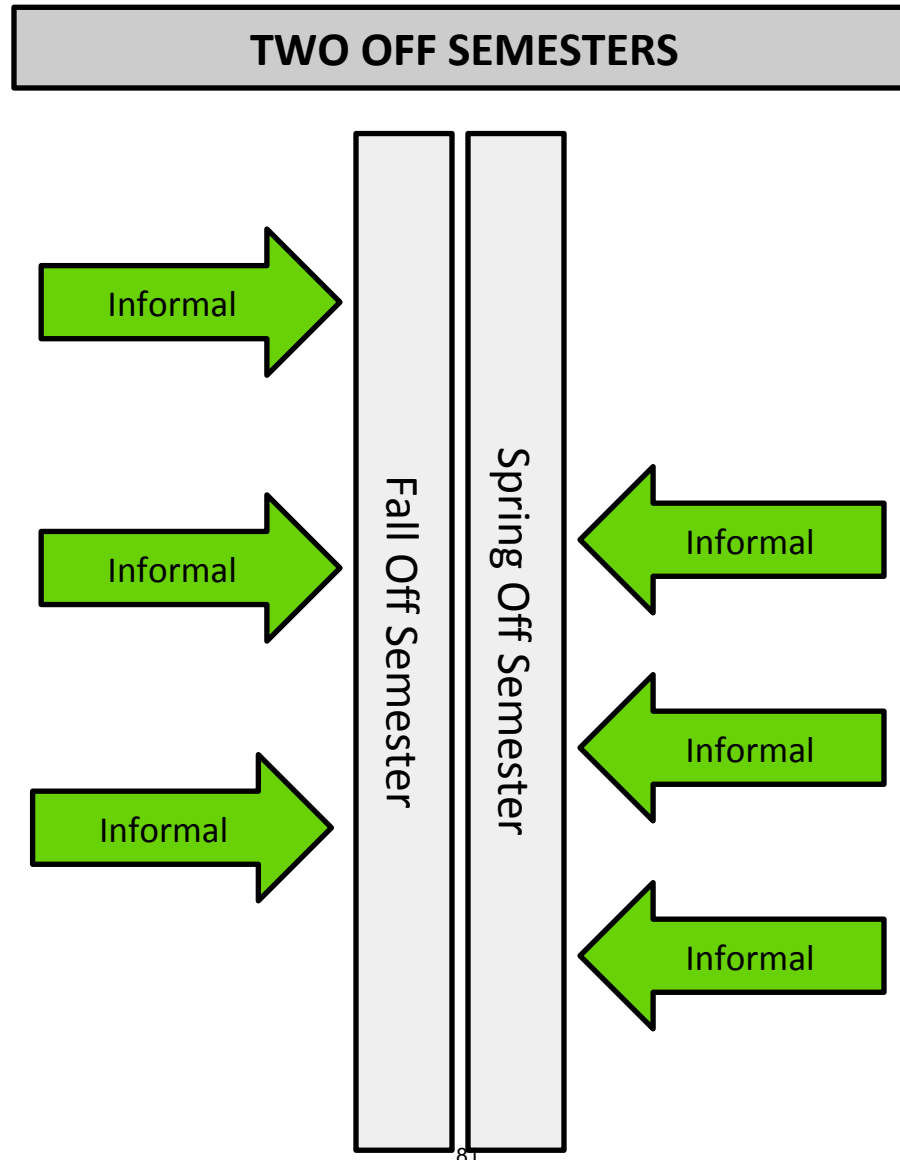
Observation Cycle Visual 2019-2020

Groups 1, 2, and 3 and 4 ON Observation Cycle

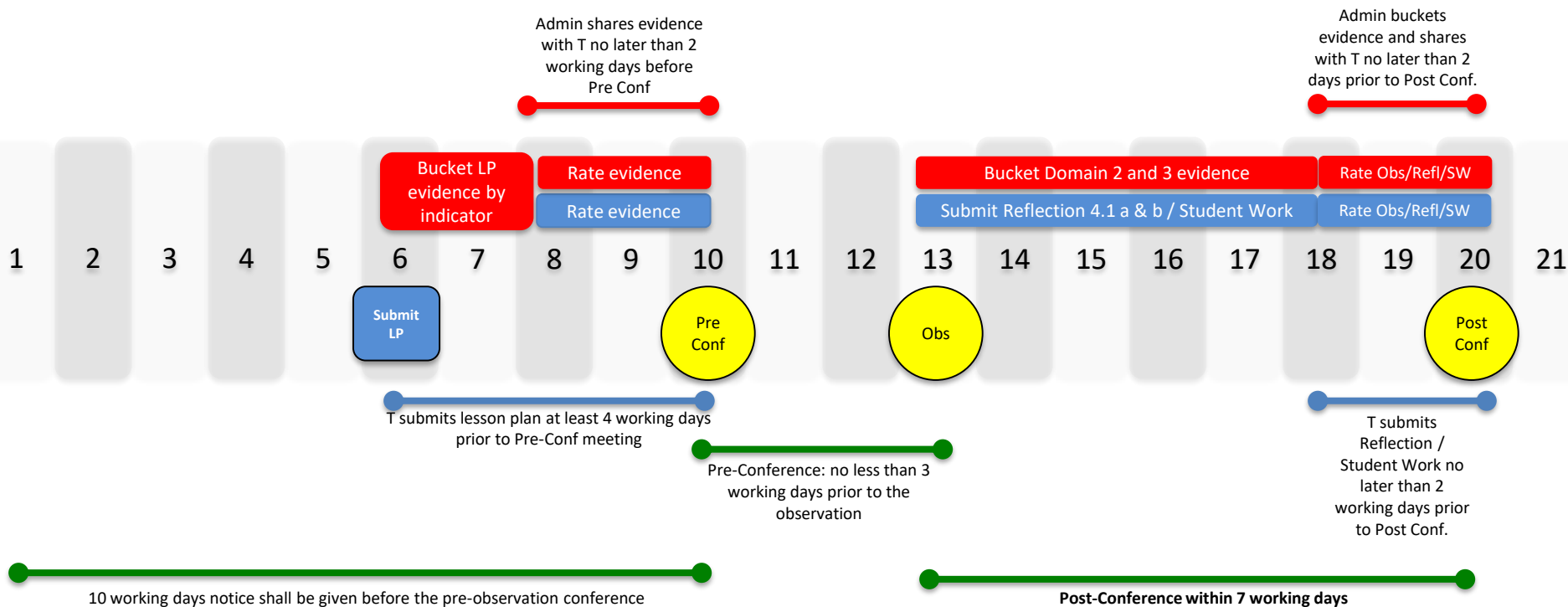


Observation Cycle Visual 2019-2020

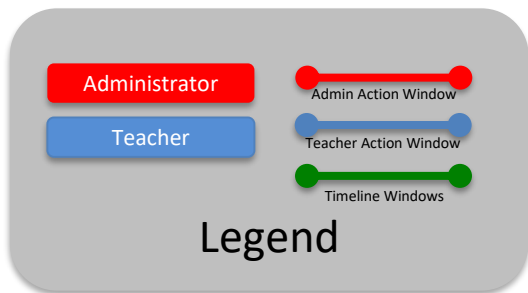
Groups 4 OFF Observation Cycle



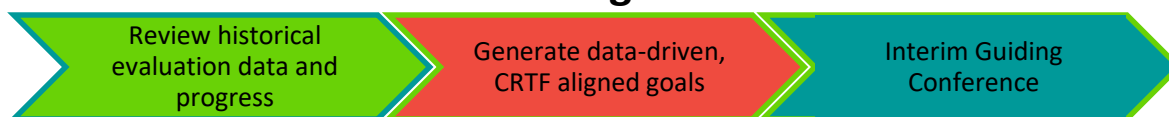
For Group 3 and 4 teachers, the IGC is combined with one of the first two debriefs of the school year.



Green Dot California Scheduled Observation Cycle Timeline



Teacher Performance Evaluation: Interim Guiding Conference



For step by step admin and teacher guidance, see IGC Explainer PowerPoint on Connect in Teacher Evaluation >>Overview	
PURPOSE	TIMING
The purpose of the IGC is to discuss a teacher's strengths and areas for growth using the teacher's historical evaluation data and progress on existing goals, if any, to agree upon several data-driven, CRTF-aligned goals for the following two semesters.	<p>The IGC is to be combined with an Observation Debrief and will add an additional 20-30 minutes to the debrief</p> <ul style="list-style-type: none"> • Group 1 and Group 2 Teachers During one of the first two debriefs of the teacher's "On Semester" • Group 3 and Group 4 During one of the first two debriefs of the school year
BEFORE THE CONFERENCE	
Administrator Responsibilities	Teacher Responsibilities
<ol style="list-style-type: none"> 1. Schedule the IGCs based on each teacher's Group number (see Timing section above) on the same day as the debrief you are combining it with 2. Plan to begin the IGC directly after the debrief. 3. Best Practice: Invite the teacher to the IGC meeting at least five working days prior to the meeting. 4. Once you schedule the meeting in Ed Reflect, the teachers will gain access to the Reflection Questions they should answer and then share with you three working days prior to IGC meeting. 5. Review the teacher's past goals, observation data, evaluation data (if available), and survey data in order to inform the IGC conversation 6. Based on the data, determine the degree to which the teacher has met his/her past goals and be prepared to use the data to discuss your conclusions 7. Read the teacher's submitted answers to the IGC questions and consider focus areas for this year's goals 	<ol style="list-style-type: none"> 1. Use past evaluation and observation data to inform your answers to the first two IGC questions and determine the extent to which you have met last year's goals 2. Using EdReflect, share your answers to the IGC questions three working days prior to the IGC 3. Think about two new, CRTF indicator-aligned goals that you want to work on this year, be prepared to discuss them during the IGC meeting
DURING THE CONFERENCE	
<ul style="list-style-type: none"> • For returning teachers, discuss last year's goals and the extent to which the teacher met them. These can be found on the post-its of the teacher's Ed Reflect Home Page. • Discuss the teacher's submitted answers to questions about their areas of success and challenge • Discuss what goals the teacher would like to set for the upcoming year and how the administrator and teacher can work together to meet these goals. • The administrator should memorialize these answers in Ed Reflect and share with the teacher. 	

- Prior to the end of the meeting, the teacher should copy/paste the shared goals into the Post-Its on his/her Home Page on Ed Reflect and tag them to the appropriate indicators. Adding them to the Post-Its will allow admin to view all their teachers' goals in a Tableau report.

QUESTIONS PRIOR TO AND DURING THE CONFERENCE

Answers to these questions must be submitted three work days prior to the IGC

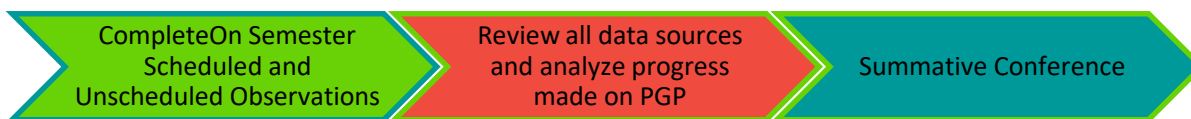
1. In which indicators are you feeling the most successful and why?
2. In which indicators are you feeling the most challenged and why?

Discuss answers to these questions during the IGC and formalize the answers in writing

3. Based on the challenges you list, what are two goals you have for this school year?*
4. How can we work together to meet these goals?

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Classroom Observation Measure: Summative Conference One Sheet



PURPOSE		TIMING	
The Summative Conference occurs at the end of the On Semester for teachers in Groups 1, 2, and 3 and 4 ON. During a Summative Conference, the administrator provides the teacher with his/her Domain 2 and 3 ratings for the semester and a Summative Rating Score based on the average of Domain 1, 2, 3 and 4 indicators. It is also an opportunity to discuss a teacher’s strengths and areas for growth using all available data sources, including surveys and informal observations. Lastly, the Summative Conference serves as a check-in for the goals created during the IGC.		In conference: 45 minutes <ul style="list-style-type: none">Can be concurrent with the Post-Observation Conference or Unscheduled Observation DebriefCompleted by the last pupil day of the semester for a fall On SemesterCompleted at least 15 work days prior to the last pupil day of the semester for a spring On Semester	
APPLICABLE CRTF INDICATORS BY GROUP			
GROUP 1	1.2a, 1.3a, 2.1a, 2.2a, 2.3a, 3.1a, 3.2a, 4.1a, 4.1b		
GROUP 2	All of Group 1 indicators and 1.1a, 1.2b, 1.3b, 3.2b, 3.4a, 3.3a, 3.3b		
GROUPS 3 & 4	All of Group 2 indicators and 1.1b, 2.1b, 3.1b, 3.3c		
BEFORE THE CONFERENCE			
Administrator Responsibilities		Teacher Responsibilities	
<ol style="list-style-type: none">Notify teacher whether the Summative Conference is a separate meeting or concurrent with a debriefReview and rate all Domain 2 and 3 indicators based on the preponderance of evidence collected during the two Unscheduled and one Scheduled ObservationReview teacher’s self-ratings and plan a coaching conversation around misalignmentReview the teacher’s goal progressIdentify areas of growth the teacher should focus on in the following semester		<ol style="list-style-type: none">Review Unscheduled and Scheduled Observation evidence and self-rate in Domain 2 and 3 IndicatorsShare self-ratings with Admin in advance of Summative Conference	
DURING THE CONFERENCE			
<ul style="list-style-type: none">Discuss ratings for Domains 2 and 3Discuss Summative Score (average of On Semester ratings)Synthesize data to determine strengths and areas of growthDiscuss progress made on current goalsInclude comments on EdReflect <p>For Special Education Teachers, include these steps in the conference</p> <ul style="list-style-type: none">Teacher should present caseload changes to admin and review changes to their caseload (students who have transferred in, exited SpEd, moved to another teacher’s caseload, left the school)Admin should ensure that any changes to a teacher’s caseload has been noted in PowerSchoolAdmin should review compliance dates with teacher from semester 2 – fill in checklist based on evidence of closed IEPs (use Welligent or SEIS to determine)Give teachers a final compliance rating			
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Green Dot Public Schools Lesson Plan Template 2019-2020



Teacher Name _____ Subject _____ Grade Level(s) _____ Date _____

Scope and Sequence (1.1a): <ul style="list-style-type: none"> Describe the content/skills assessed in the summative assessment. Where does this lesson fall in the scope and sequence of your current unit/curriculum? How does this lesson build upon previous and towards future lessons? How do the skills and content of this lesson prepare students for the summative assessment of this unit?
Data-Driven Planning (1.1b): <ul style="list-style-type: none"> What specific data(qualitative/quantitative) have you used to define and determine the needs of subgroups or individual students? How has this data informed instructional strategies to meet the needs of subgroups?

Content Standards and/or Common Core Standards (1.2a): <ul style="list-style-type: none"> ELD Standard (to be included but not evaluated for 19-20)
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Objective Aligned to Standard(s) (1.2a): Content (nouns), level of cognition (verbs), proving behavior (measurement)
<ul style="list-style-type: none"> Language Criteria for Success (to be included but not evaluated for 19-20)

Proving Behavior (1.2b): The proving behavior should provide the teacher with specific data that reveals the degree of independent mastery for each student.
<ul style="list-style-type: none"> What specific criteria (quantitative and/or qualitative) will you use to measure students' independent mastery of the objective?

Lesson Structure (1.3a) and Cognitive Engagement (1.3B): Lesson structure is sequenced and timed to promote cognitively engaging learning experiences and enable all students to demonstrate independent mastery through appropriate release of responsibility.

Key Vocabulary	Do Now (min): 5-10 minute opening routine students can do independently that may aim to build a specific skill (e.g., grammar, mental math), practice/review content material, or activate prerequisite knowledge.
	Anticipatory Set (min): A "hook" that introduces new material by relating students' experiences to the objective(s) of the lesson, activating prior knowledge, or developing engagement/curiosity to focus students' attention on the lesson.

	Student Action	Teacher Action
Chunk 1: Time Allotment (min): Level of Cognition: <input type="checkbox"/> Knowledge <input type="checkbox"/> Comprehension <input type="checkbox"/> Application <input type="checkbox"/> Analysis <input type="checkbox"/> Synthesis <input type="checkbox"/> Evaluation Depth of Knowledge: <input type="checkbox"/> Level I: Recall <input type="checkbox"/> Level II: Skill/Concept <input type="checkbox"/> Level III: Strategic Thinking <input type="checkbox"/> Level IV: Extended Thinking	<ul style="list-style-type: none"> Scaffolds for subgroups – 	

Chunk 2: Time Allotment (min): Level of Cognition: <input type="checkbox"/> Knowledge <input type="checkbox"/> Comprehension <input type="checkbox"/> Application <input type="checkbox"/> Analysis <input type="checkbox"/> Synthesis <input type="checkbox"/> Evaluation Depth of Knowledge: <input type="checkbox"/> Level I: Recall <input type="checkbox"/> Level II: Skill/Concept <input type="checkbox"/> Level III: Strategic Thinking <input type="checkbox"/> Level IV: Extended Thinking	<ul style="list-style-type: none"> • Scaffolds for subgroups – 	
Chunk 3: Time Allotment (min): Level of Cognition: <input type="checkbox"/> Knowledge <input type="checkbox"/> Comprehension <input type="checkbox"/> Application <input type="checkbox"/> Analysis <input type="checkbox"/> Synthesis <input type="checkbox"/> Evaluation Depth of Knowledge: <input type="checkbox"/> Level I: Recall <input type="checkbox"/> Level II: Skill/Concept <input type="checkbox"/> Level III: Strategic Thinking <input type="checkbox"/> Level IV: Extended Thinking	<ul style="list-style-type: none"> • Scaffolds for subgroups – 	
Proving Behavior: Time Allotment (min): <ul style="list-style-type: none"> • Measures independent mastery of the objective. • Provides specific data that reveals where re-teaching may be needed for next lesson 		
Closure: Time Allotment (min): <ul style="list-style-type: none"> • Final self-monitoring • Summary/reflection on the objective • Reflecting on prior and future learning 		

Classroom Observation Measure: Informal Observation and Debrief

Informal Observation

Informal Observation Debrief
Within 7 days of observation (contractual)

PURPOSE		TIMING	
<p>Informal Observation: Informal observations are non-evaluative and intended to inform coaching and support teacher development.</p> <p>Debrief: Within seven work days of an Informal Observation, the teacher’s evaluating administrator shall provide the teacher with one-on-one, in-person feedback on the evidence gathered during the Informal Observation</p> <p>Or Coaching Service The informal observation debrief may be replaced by an optional administrator offered coaching service (ie Data Analysis, Co-Planning, Role Play, Video Analysis or a Guided Peer Observation), further described in the Coaching Services One Sheet.</p>		<p>Informal Observation:</p> <ul style="list-style-type: none">• Minimum of 15 minutes• <i>Conduct one informal prior to <u>Unscheduled Observations for teachers who have a fall On Semester.</u></i>• <i>Conduct three informals for a teacher on an Off Semester.</i> <p>Debrief</p> <ul style="list-style-type: none">• 15-20 minutes• Within 7 working days following observation• Should the admin fail to hold the Informal Observation Debrief within seven working days, the teacher can opt to delay the Debrief to a mutually agreed upon date or delete the Informal Observation and receive another Informal Observation and Debrief.• If the Debrief doesn’t occur as a result of extenuating circumstances, then it shall occur on a subsequent mutually agreed-upon date.	
APPLICABLE CRTF INDICATORS			
Domain 2: The Classroom Learning Environment		Domain 3: Instruction	
INFORMAL OBSERVATION			
Administrator Responsibilities		Teacher Responsibilities	
<ol style="list-style-type: none">1. Refer to the teacher’s goals prior to conducting the observation.2. Observe and script student and teacher dialogue and actions/interactions.3. Share evidence using EdReflect within 24 hours of the observation.4. Schedule a post-observation debrief within 7 working days of the observation (new contractual requirement for 19-20)		<ol style="list-style-type: none">1. Review goals after observation to identify any areas that were observed.2. Review the script shared on EdReflect by the administrator and your objective.3. Reflect on strengths and areas for improvement using exit slip/proving behavior data.4. Be available/flexible for debriefing within 7 working days.	
DEBRIEF			
Administrator Responsibilities		Teacher Responsibilities	
<ol style="list-style-type: none">1. Listen and pose questions for reflection <p>Guiding questions:</p> <ul style="list-style-type: none">• <i>What was successful about your lesson execution? How do you know these parts were successful?</i>• <i>What improvements would you make to this lesson and how would those changes impact student learning?</i> <ol style="list-style-type: none">2. Discuss the teacher’s goal indicators (if observed) <p>Guiding question:</p> <ul style="list-style-type: none">• <i>What progress have you made so far towards meeting your goals?</i> <ol style="list-style-type: none">3. Present feedback and provide tangible next steps for improvement and goals for the next informal observation.4. Encourage the teacher to take notes regarding feedback and next steps in EdReflect.		<ol style="list-style-type: none">1. Discuss the observation and your reflection with your administrator, especially as it may relate to your goals.2. Take notes in EdReflect on feedback and next steps.	

Classroom Observation Measure: Coaching Service



PURPOSE		TIMING	
Coaching Service <ul style="list-style-type: none">• The informal observation and debrief may be replaced by an optional administrator offered Coaching Service (list below).• The Coaching Services that admin can provide are optional and were designed to mirror the highly successful growth opportunities provided by Green Dot’s Curriculum Specialists.• The Coaching Service and aligned observations are not meant to be evaluative and can only replace Informal Observations		Coaching Service <ul style="list-style-type: none">• Require an in-person meeting (30-45 minutes) and an observation (15-30 minutes).• Depending on the service, the planning meeting may proceed or follow the observation• Completion of a full “coaching service” (observation and in-person meeting) will take the place of an informal observation/debrief.	
APPLICABLE CRTF INDICATORS			
Domain 1: Data-Driven Planning and Assessing Student Learning		Domain 2: The Classroom Learning Environment	Domain 3: Instruction
COACHING SERVICE			
Administrator Responsibilities		Teacher Responsibilities	
<ol style="list-style-type: none">1. The evaluating administrator may offer to substitute an informal observation and debrief with a coaching service.2. If the teacher is interested in pursuing the coaching service, the administrator would schedule it at a time that is mutually agreed upon.3. The coaching service would include an observation and an in-person meeting4. As scheduled planning sessions may require additional prep-time for teachers, make every effort to keep these meetings5. Be open to observe the teacher implementing the practice you have discussed and utilize this observation as an Informal Observation/Debrief opportunity		<ol style="list-style-type: none">1. Be open to Coaching Services as an expanded opportunity to develop your practice2. Prepare any pre-work required to have a successful meeting (bring relevant unit plans, lesson plans, proving behaviors, classroom data)3. As scheduled planning sessions require additional planning on the administrator’s part, make every effort to keep scheduled meetings.	

Coaching Service	Description
Data Analysis	Admin and teacher gather student data to analyze for areas of improvement Admin and teacher agree upon action steps for those areas
Co-Planning	Admin & coach co-create a lesson focusing on specific measurable outcomes May focus on one or more parts of the lesson, intro warm up, modeling, questioning, formative assessment, etc. Ideally, the lesson that is co-planned will be observed (as an Informal, not an Unscheduled or Scheduled Observation) followed by a debrief to discuss actionable data
Role Play	Admin takes on the role of the teacher or student and acts out scenarios to practice strategies such as questioning, redirecting behavior, positive reinforcement Useful for developing student-teacher interactions
Video Analysis	Admin videotapes the teacher in real time or rehearsing a set of directions or part of the lesson, critiques their performance with the admin as guide and continues to practice Admin brings a video of an effective lesson or strategy. Admin and teacher debrief the video together and create an action plan
Guided Peer Observation	Admin and teacher agree to co-observe another teacher demonstrating a strategy or routine that the teacher is trying to improve upon.

Classroom Observation Measure:

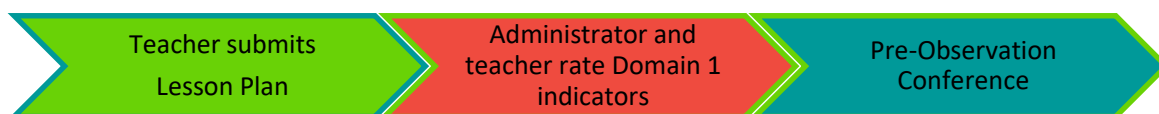
Unscheduled Observation and Debrief

Unscheduled Observation

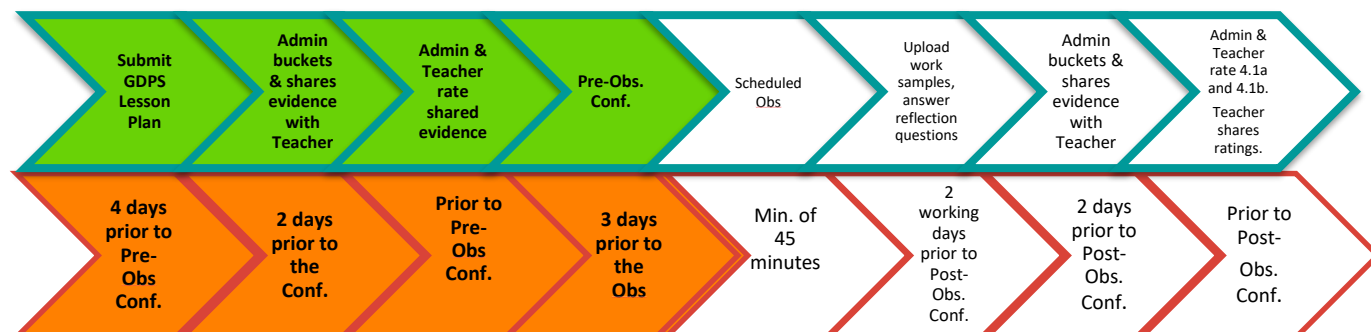
Unscheduled Observation Debrief
Within 3 days of observation (recommended)

PURPOSE		TIMING	
Unscheduled Observation: The purpose of an Unscheduled Observation is to provide an accurate picture of a teacher’s authentic day-to-day practice to inform coaching, teacher development and Summative Scores. Each Observation Cycle for an On Semester includes two Unscheduled Observations.		Unscheduled Observation: <ul style="list-style-type: none">• Determined by administrator• 25-30 minutes• <i>Both Unscheduled Observations need not occur prior to the Scheduled Observation.</i>	
Debrief: The purpose of Unscheduled Observation Debriefs is for teachers to receive formative feedback including recognition of strengths and specific next steps for growth. They are intended to support teachers in their efforts to improve.		Debrief <ul style="list-style-type: none">• 15-30 minutes• Within 3 working days following observation (recommended best practice) within 7 days (required)	
APPLICABLE CRTF INDICATORS			
Domain 2: The Classroom Learning Environment		Domain 3: Instruction	
UNSCHEDULED OBSERVATION			
Administrator Responsibilities		Teacher Responsibilities	
<ol style="list-style-type: none">1. Refer to the teacher’s goals prior to conducting the observation.2. Observe and script student and teacher dialogue and actions/interactions. After the Observation: <ol style="list-style-type: none">3. Align (tag) evidence to CRTF indicators on EdReflect4. Share tagged evidence using EdReflect within 24 hours of the observation (best practice)5. Schedule a post-observation debrief within 3 working days of the observation (recommended best practice)		After the Observation: <ol style="list-style-type: none">1. Review goals after observation to identify any areas that were observed.2. Review the script shared on EdReflect by the administrator and your objective.3. Reflect on strengths and areas for improvement using exit slip/proving behavior data.4. Be available/flexible for debriefing within 3 working days (recommended best practice).	
DEBRIEF			
Administrator Responsibilities		Teacher Responsibilities	
<ol style="list-style-type: none">1. Listen and pose questions for reflection Guiding questions:<ul style="list-style-type: none">• <i>What was successful about your lesson execution? How do you know these parts were successful?</i>• <i>What improvements would you make to this lesson and how would those changes impact student learning?</i>2. Discuss the teacher’s goal indicators (if observed) Guiding question:<ul style="list-style-type: none">• <i>What progress have you made so far towards meeting your goals?</i>3. Be prepared to discuss tentative ratings for indicators your are focusing on for the debrief4. Discuss indicators for which no evidence was collected5. Present feedback and provide tangible next steps for improvement6. Encourage the teacher to take notes regarding feedback and next steps in EdReflect.		<ol style="list-style-type: none">1. Discuss the observation and your reflection with your administrator, especially as it may relate to your goals.2. Take notes in EdReflect on feedback and next steps.	

Classroom Observation Measure: Pre-Observation Conference



PURPOSE	TIMING
The Pre-Observation Conference is an in-person review of a teacher's lesson planning process. The purpose is to evaluate the effectiveness of a teacher's planning and to provide actionable suggestions for improvement.	In conference: 30 minutes <ul style="list-style-type: none"> Must be scheduled with at least 10 work days advanced notice Must occur no less than 3 work days prior to the Scheduled Observation
APPLICABLE CRTF INDICATORS	
Domain 1: Data-Driven Planning and Assessing Student Learning	
BEFORE THE CONFERENCE	
Administrator Responsibilities	Teacher Responsibilities
<ol style="list-style-type: none"> Bucket and share evidence 2 days prior to the Pre-Observation Conference Rate evidence prior to the Pre-Observation Conference Prepare a coaching conversation around applicable Domain 1 indicators <ul style="list-style-type: none"> SpEd: <ul style="list-style-type: none"> If observing Academic Success (or other content support class) review the "Considerations for Academic Success Teachers at the bottom of the Lesson Plan Template. Review current passports or profile sheets of students in the class so you are aware of the students' eligibility, services/frequency, accommodations, goals, behavior support plan, etc. 	<ol style="list-style-type: none"> Create an original Green Dot Lesson Plan that describes the lesson you plan on teaching during your Scheduled Observation Upload the Lesson Plan to EdReflect 4 days prior to the Pre-Observation Conference Self-rate Domain 1 indicators using bucketed evidence in EdReflect prior to the Pre-Observation Conference. <ul style="list-style-type: none"> SpEd: <ul style="list-style-type: none"> Teachers who will be observed teaching Academic Success (or other Content Support class) should ensure they complete the "Considerations for Academic Success Teachers" section at the bottom of the Lesson Plan Template Ensure admin have received current passports or profile sheets of students in the class that include eligibility, services/frequency, accommodations, goals, behavior support plan, etc.
DURING THE CONFERENCE	
<ul style="list-style-type: none"> Administrator summarizes the lesson objective, activities and proving behavior to share his/her understanding of the overall lesson. Teacher can provide clarification for any misunderstanding or additional explanation as needed. The administrator and teacher <u>share Domain 1 ratings</u> and discuss the ratings using the presented evidence and the CRTF as the basis of discussion. <ul style="list-style-type: none"> To begin the conversation, the administrator may choose to start with indicators on which s/he and the teacher are misaligned or indicators with lower scores. If the teacher is able to provide valid evidence on the lesson plan justifying a score increase, the administrator shall increase the rating of the indicator. Administrator and teacher discuss any revisions/changes to the lesson plan for implementation in the Scheduled Observation. Administrator prompts teacher to pre-plan actions in Domains 2 and 3 that will help him/her have a successful classroom observation. Administrator prompts teacher to reflect on focus indicators and goals as relevant to this lesson. 	
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Classroom Observation Measure: Scheduled Observation



PURPOSE		TIMING	
Scheduled Observation: The purpose of a Scheduled Observation is to capture a teacher’s execution of a well-prepared lesson cycle in order to collect evidence of growth and implementation of best practices, as well as to inform Summative Scores. Each Observation Cycle for an On Semester includes one Scheduled Observations.		Scheduled Observation: <ul style="list-style-type: none">When feasible, administrator and teacher coordinate the timeMinimum of 45 minutes<i>Both Unscheduled Observations need not occur prior to the Scheduled Observation.</i>	
APPLICABLE CRTF INDICATORS			
Domain 2: The Classroom Learning Environment		Domain 3: Instruction	
DURING SCHEDULED OBSERVATION			
Administrator Responsibilities		Teacher Responsibilities	
<ol style="list-style-type: none">Refer to the teacher’s goals prior to conducting the observation.Observe and script student and teacher dialogue and actions/interactions. After the Observation: <ol style="list-style-type: none">Align (tag) evidence to CRTF indicators on EdReflectShare tagged evidence using EdReflect within 24 hours of the observation (best practice)Schedule a Post-Observation debrief within 7 working days of the observation		After the Observation: <ol style="list-style-type: none">Review goals after observation to identify any areas that were observed.Review the script shared on Ed Reflect by the administrator and your objective.Submit student work samples (on Ed Reflect or in-person) and Reflection (on Ed Reflect)Be available/flexible for debriefing within 7 working days.	
DURING DEBRIEF			
Administrator Responsibilities		Teacher Responsibilities	
<ol style="list-style-type: none">Listen and pose questions for reflection Guiding questions:<ul style="list-style-type: none"><i>What was successful about your lesson execution? How do you know these parts were successful?</i><i>What improvements would you make to this lesson and how would those changes impact student learning?</i>Discuss the teacher’s goal indicators (if observed) Guiding question:<ul style="list-style-type: none"><i>What progress have you made so far towards meeting your goals?</i>Be prepared to discuss tentative ratings for indicators your are focusing on for the debriefDiscuss indicators for which no evidence was collectedPresent feedback and provide tangible next steps for improvementEncourage the teacher to take notes regarding feedback and next steps in EdReflect		<ol style="list-style-type: none">Discuss the observation and your reflection with your administrator, especially as it may relate to your goals.Take notes in EdReflect on feedback and next steps.	

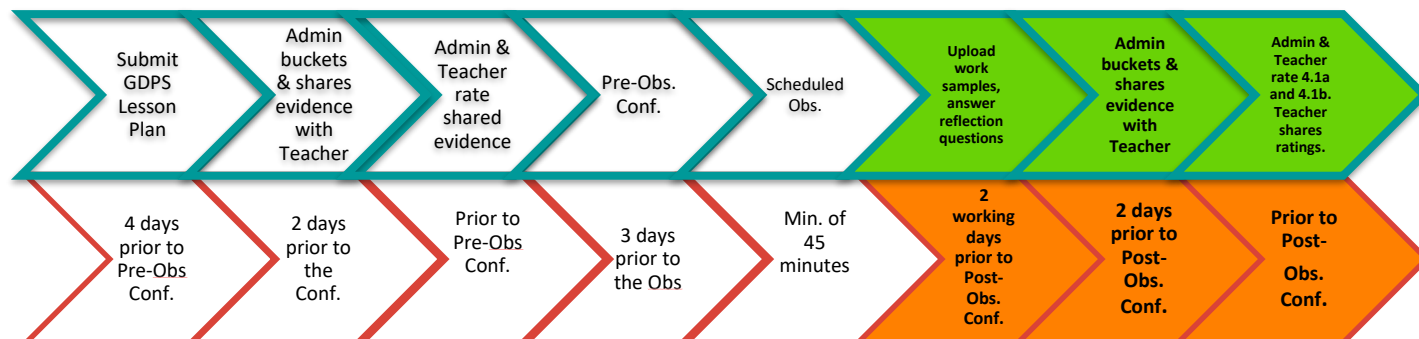
Classroom Observation Measure: Post-Observation Conference

Teacher submits Student
Work Samples and Post-
Observation Reflection

Administrator and teacher
rate Domain 4 indicators
4.1a and 4.1b

Post-Observation
Conference

PURPOSE	TIMING
The purpose of Post-Observation Conference is for the evaluating administrator to provide targeted feedback based upon the teacher's performance on CRTF Domain 2 and Domain 3 indicators during his/her Scheduled Observation.	In conference: 60 minutes <ul style="list-style-type: none"> Must occur within 7 work days from the Scheduled Observation
APPLICABLE CRTF INDICATORS	
Domain 2: The Classroom Learning Environment Domain 3: Instruction Indicators 4.1a and 4.1b: Engage in critical reflection and revision to increase effectiveness	
BEFORE THE CONFERENCE	
Administrator Responsibilities	Teacher Responsibilities
<ol style="list-style-type: none"> Review teacher-submitted materials (Student Work Samples and Post-Observation Reflection) Tag evidence to CRTF Domain 2, Domain 3, and indicators 4.1a and 4.1b, then share the evidence Rate CRTF indicators 4.1a and 4.1b in EdReflect You may add comments to remind yourself of talking points. If you keep these private, refer to them on your computer during the conference Prepare a coaching conversation around focus indicators 	<ol style="list-style-type: none"> Upload or submit evidence of student mastery of the objective or any other relevant student work samples. You should submit high, medium, and low work samples as well as evidence of performance for subgroups (e.g. SpEd, EL) Submit the Post-Observation Reflection Questions* on EdReflect (see next page for Reflection Questions) Use administrator's shared evidence to self-rate indicators 4.1a and 4.1b on EdReflect You may add comments to remind yourself of talking points. If you keep these private, refer to them on your computer during the conference Recommended: Share self-ratings with administrator on EdReflect
DURING THE CONFERENCE	
Part 1 – Discuss Student Work	
The administrator prompts the teacher to discuss the student work as it relates to the students' attainment of the learning objective. The administrator should use this as an opportunity to coach the teacher on his/her appraisal of students' achievement of the objective and next steps chosen and provide the teacher with ratings for 4.1a and 4.1b.	
Part 2 – Discuss Observation	
The teacher and administrator <u>share ratings</u> in EdReflect and then review each other's ratings. The administrator and teacher discuss the observation using classroom observation evidence and the CRTF as the basis for the coaching discussion. The conversation should be based on evidence and should include: (1) areas of strength, (2) areas for growth, and (3) any indicators for which the administrator has collected little or no evidence.	
Part 3 – Recommend Next Steps	
The administrator prompts the teacher to consider next steps and his/her goals. If necessary, the administrator will provide specific next steps and any necessary resources for professional development.	
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Post Observation Reflection Questions

4.1A

1. To what degree did students meet the learning objective? How does the data support your conclusions?
2. To what degree were specific learning experiences and strategies effective in achieving the goals of the lesson? How does the data support your conclusions?

4.1B

1. What specific suggestions do you have to improve this lesson?
2. How will the results of this lesson inform future instructional plans (tomorrow, next week, etc)?

Standard	Indicator	Not Observed	Level 1 Does Not Meet Standard	Level 2 Partially Meets Standard	Level 3 Meets Standard	Level 4 Exemplifies Standard
4.2 Engage in collaborative relationships with peers	A) Participation in a professional community	Not Observed	The teacher rarely participates in the professional community activities (professional development, grade level/department collaboration) or has strained relationships with colleagues that negatively impact the learning community.	The teacher participates in professional community activities (professional development, grade level/department collaboration) as required, maintaining cordial relationships with colleagues.	The teacher actively participates in the professional community (professional development, grade level/department collaboration) by demonstrating positive, collegial, and professional relationships with colleagues.	All of level 3 and... Teacher initiates and promotes positive relationships and collaboration in the professional community
	B) Participation in the school community	Not Observed	The teacher rarely maintains a united front with the staff by following and supporting agreed upon expectations and policies within the school (uniform, electronics policy, staff norms).	The teacher inconsistently maintains a united front with the staff by following and supporting agreed upon expectations and policies within the school (uniform, electronics policy, staff norms).	The teacher consistently maintains a united front with the staff by following and supporting agreed upon expectations and policies within the school (uniform, electronics policy, staff norms).	<i>All of level 3 and...</i> The teacher contributes to and supports the development and implementation of the agreed upon expectations and policies within the school (uniform, electronics policy, staff norms).
4.3 Exhibiting and upholding the Green Dot Core Values	A) Unwavering belief in all student's potential	Not Observed	The teacher's words and actions rarely demonstrate a belief in the ability of all students to achieve regardless of circumstance(s).	The teacher's words and actions inconsistently demonstrate a belief in the ability of all students to achieve regardless of circumstance(s).	The teacher's words and actions demonstrate a belief in the ability of all students to achieve regardless of circumstance(s).	<i>All of level 3 and...</i> The teacher serves as a model of the belief in the ability of all students to achieve or encourages others to develop this belief.
	B) Passion for excellence	Not Observed	The teacher does not manage challenges and obstacles OR does not strive to make improvements	The teacher manages challenges and obstacles but inconsistently strives to make improvements or maintain high standards.	The teacher persists in the face of challenges and obstacles and strives to make continuous improvements, holding self to high standards.	<i>All of level 3 and...</i> The teacher initiates improvements and develops innovative practices to benefit the school community.

	C) Personal responsibility	Not Observed	The teacher's actions rarely demonstrate taking responsibility for his or her role in the success of students, colleagues, and the school.	The teacher's actions inconsistently demonstrate taking responsibility for his or her role in the success of students, colleagues, and the school.	The teacher's actions demonstrate taking responsibility for his or her role in the success of students, colleagues, and the school.	<i>All of level 3 and...</i> The teacher serves as a model for taking responsibility for his or her role in the success of students, colleagues, and the school.
	D) Respect for others and community	Not Observed	The teacher rarely interacts with all stakeholders (school staff, parents, students) and the community in a respectful and productive manner.	The teacher inconsistently interacts with all stakeholders (school staff, parents, students) and the community in a respectful and productive manner.	The teacher interacts with all stakeholders (school staff, parents, students) and the community in a respectful and productive manner.	<i>All of level 3 and...</i> The teacher strengthens relationships among stakeholders
	E) All stakeholders critical to process	Not Observed	The teacher does not involve stakeholders (e.g. parents, counselors, CSOs, school psychologists) to remove barriers to students' learning or improve the school community.	The teacher inconsistently involves stakeholders (e.g. parents, counselors, CSOs, school psychologists) to remove barriers to students' learning or improve the school community.	The teacher involves stakeholders (e.g. parents, counselors, CSOs, school psychologists) to remove barriers to students' learning or improve the school community.	<i>All of level 3 and...</i> The teacher develops, refines, or shares replicable systems for involving stakeholders to remove barriers to students' learning or improve the school community.

Green Dot Student Survey 2019-20

Student Name: _____

Teacher Name: _____

Course Name: _____

School: _____

Survey ID Number

0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

Instructions:

Please provide us with feedback for the **teacher** and **class** listed above by bubbling in the best response to the questions below. Your feedback will be kept anonymous, so please answer openly and honestly. Thank you!

MARKING INSTRUCTIONS

- Use a No. 2 pencil or a blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- Make solid marks that fill the response completely.
- Make no stray marks on this form.

CORRECT: ●

INCORRECT: ○ ✗ ✖ ✙ ✚

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. My teacher pushes us to keep trying when the work gets hard.	SD	D	A	SA
2. My teacher believes in my ability to succeed and expects the best from me.	SD	D	A	SA
3. My classmates behave the way my teacher wants them to.	SD	D	A	SA
4. My teacher responds fairly to all student behavior.	SD	D	A	SA
5. My teacher sets clear expectations for my behavior in this class.	SD	D	A	SA
6. My teacher treats my classmates and me with respect.	SD	D	A	SA
7. Students in this class treat the teacher with respect.	SD	D	A	SA
8. Students in this class treat each other with respect.	SD	D	A	SA
9. Our class has routines and procedures that my classmates know how to follow.	SD	D	A	SA
10. Our class uses the whole period for learning.	SD	D	A	SA
11. My teacher explains the objective or purpose of each day's lesson.	SD	D	A	SA
12. My teacher explains how today's lesson connects to what we learned before and what we will learn in the future.	SD	D	A	SA
13. My teacher wants us to use our thinking skills, not just memorize things.	SD	D	A	SA
14. My teacher moves at the right speed for me to learn, not too fast and not too slow.	SD	D	A	SA
15. My teacher explains how I can prove what I learned in each day's lesson.	SD	D	A	SA
16. My teacher makes lessons interesting.	SD	D	A	SA
17. My teacher expects all students to answer questions.	SD	D	A	SA
18. My teacher asks questions that make me think.	SD	D	A	SA
19. My teacher expects us to use academic vocabulary in class.	SD	D	A	SA
20. My teacher expects us to explain our ideas to each other or the class.	SD	D	A	SA
21. When we work alone or in small groups, my teacher expects me to participate.	SD	D	A	SA
22. The teacher uses materials and resources that help me learn.	SD	D	A	SA
23. My teacher checks to make sure we understand the lesson.	SD	D	A	SA
24. During class, my teacher lets us know if we are getting it, and helps us if we are not getting it.	SD	D	A	SA
25. My teacher asks me to think about what I understand and what I am still confused about.	SD	D	A	SA
26. Teachers and administrators treat me with respect.	SD	D	A	SA
27. I feel safe at this school.	SD	D	A	SA
28. The school has high expectations for me to succeed academically.	SD	D	A	SA
29. This school is preparing me for college.	SD	D	A	SA
30. This school is preparing me for my future.	SD	D	A	SA
31. I would recommend this school to a friend.	SD	D	A	SA

Green Dot Family Survey 2019-20

School:

Instructions: Please provide us with feedback on your student's school by bubbling in the best response to the questions below. Your feedback will be kept anonymous, so please answer openly and honestly. Thank you!

Por favor, marque la mejor respuesta a las preguntas siguientes para darnos sus comentarios sobre la escuela de su estudiante. Sus comentarios se mantendrán anónimos; por favor contesta con honestidad y sinceridad. ¡Gracias!

My student is an English Language Learner.
Mi hijo/a es un/a Estudiante del Idioma Inglés.

☐ Y Yes

☐ N No

MARKING INSTRUCTIONS

- Use a No. 2 pencil or a blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- Make solid marks that fill the response completely.
- Make no stray marks on this form.

CORRECT: ●

INCORRECT: ○ ✗ ✖ ✙ ✚

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

	Strongly Disagree <i>No, definitivamente no estoy de acuerdo.</i>	Disagree <i>No estoy de acuerdo.</i>	Agree <i>Si, estoy de acuerdo.</i>	Strongly Agree <i>Si, estoy totalmente de acuerdo.</i>
1. The communication I receive from the teachers at this school is easy to understand. <i>La comunicación que recibo de los maestros en esta escuela es fácil de entender.</i>	<input type="radio"/> SD	<input type="radio"/> D	<input type="radio"/> A	<input type="radio"/> SA
2. Teachers at this school contact me regularly about my student's academic progress. <i>Los maestros en esta escuela me contactan regularmente sobre el progreso académico de mi estudiante.</i>	<input type="radio"/> SD	<input type="radio"/> D	<input type="radio"/> A	<input type="radio"/> SA
3. Teachers at this school have returned my calls and/or emails within 48 hours (excluding weekends/holidays). <i>Los maestros de esta escuela han devuelto mis llamadas y / o e-mails dentro de las 48 horas (excluyendo fines de semana y días festivos).</i>	<input type="radio"/> SD	<input type="radio"/> D	<input type="radio"/> A	<input type="radio"/> SA
4. Teachers at this school have been willing to meet with me about my student. <i>Los maestros de esta escuela han estado dispuestos a reunirse conmigo acerca de mi estudiante.</i>	<input type="radio"/> SD	<input type="radio"/> D	<input type="radio"/> A	<input type="radio"/> SA
5. The teachers at the school encourage me to work with them to help my child learn. <i>Los maestros de la escuela me animan a trabajar con ellos para ayudar a mi estudiante a aprender.</i>	<input type="radio"/> SD	<input type="radio"/> D	<input type="radio"/> A	<input type="radio"/> SA
6. Teachers at this school have provided me with strategies to support my student's success in school. <i>Los maestros de esta escuela me han proporcionado estrategias para apoyar el éxito de mi estudiante en la escuela.</i>	<input type="radio"/> SD	<input type="radio"/> D	<input type="radio"/> A	<input type="radio"/> SA
7. Teachers at this school have helped me to help my student get ready for next step in their education. <i>Los maestros en esta escuela me han ayudado a ayudar a mi estudiante a prepararse para el siguiente paso en su educación.</i>	<input type="radio"/> SD	<input type="radio"/> D	<input type="radio"/> A	<input type="radio"/> SA
8. Teachers at this school have helped my student set high academic goals. <i>Los maestros en esta escuela han ayudado a mi estudiante a fijarse metas académicas altas.</i>	<input type="radio"/> SD	<input type="radio"/> D	<input type="radio"/> A	<input type="radio"/> SA
9. Teachers at this school have helped my student to meet his/her academic goals. <i>Los maestros de esta escuela han ayudado a mi estudiante a lograr sus metas académicas.</i>	<input type="radio"/> SD	<input type="radio"/> D	<input type="radio"/> A	<input type="radio"/> SA
10. This school has involved me in my student's education. <i>Esta escuela me ha involucrado en la educación de mi estudiante.</i>	<input type="radio"/> SD	<input type="radio"/> D	<input type="radio"/> A	<input type="radio"/> SA
11. This school has shown interest in my needs as a parent. <i>Esta escuela ha mostrado interés en mis necesidades como padre.</i>	<input type="radio"/> SD	<input type="radio"/> D	<input type="radio"/> A	<input type="radio"/> SA
12. My child is gaining access to a better education than at a traditional public school. <i>Mi hijo/a tiene acceso a una mejor educación que la que provee una escuela pública tradicional.</i>	<input type="radio"/> SD	<input type="radio"/> D	<input type="radio"/> A	<input type="radio"/> SA
13. This school provides a safe environment for my student. <i>Esta escuela provee un ambiente seguro para mi estudiante.</i>	<input type="radio"/> SD	<input type="radio"/> D	<input type="radio"/> A	<input type="radio"/> SA
14. I would recommend this school to a friend. <i>Yo recomendaría esta escuela a un amigo.</i>	<input type="radio"/> SD	<input type="radio"/> D	<input type="radio"/> A	<input type="radio"/> SA

Green Dot Public Schools California

Acknowledgement of Performance Evaluation Modification Due to Leave of Absence

On [DATE], Green Dot Public Schools California (“GDPSC”) approved my request for a leave of absence (“LOA”) between [DATE] and [DATE]. As a result of this LOA, I understand and acknowledge the following:

1. If my On Semester evaluation was scheduled for the fall, I will be evaluated in the spring semester;
2. if my On Semester evaluation was scheduled for the spring, I will not receive a score for this school year and my group status for next year shall not change;
3. if I am in Group 1, 2 or 3 and I do not receive a Summative Score for this school year, my group status for next school year shall not change;
4. if I am in Group 4 (On Year) and I do not receive a Summative Score for this school year, I will remain in Group 4 (On Year) for next school year;
5. if I am in Group 4 (Off Year), I shall be in Group 4 (On Year) for next school year;
6. any student or 360° survey completed during my LOA will not impact my teacher effectiveness rating; and
7. this document and any attachments will be placed in my personnel file.

Teacher Name	Teacher Signature	School Name	Date
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Evaluator Name	Evaluator Signature	School Name	Date
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Summative Conference Independent Third Rater Submission Form

A teacher has 10 working days from the time of the Summative Conference to submit the Independent Third Rater Submission Form. Forms submitted past the 10 day deadline will not be considered.

Step 1: Fill in the date of the Summative Conference and the date you are submitting the form

Date of Summative Conference :	Date of Submission:

In order for Green Dot to locate an Observation Cycle in EdReflect, we need its unique numerical identifier.

Step 2: Please go to your Observation Cycle in EdReflect and fill in the last 5 digits in the web address below.

Example	https://apps.bloomboard.com/CoachFormalObservations/index/20676	Fill-in your 5 digit EdReflect Observation Number:	
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Step 3: For up to three indicators, fill in the fields of the chart below. Include the indicator number and language, the evidence collected by the administrator (during the 2 Unscheduled and 1 Scheduled observation), the rating your administrator gave, and the rating you believe the evidence should have received. Next to the ratings, provide your rationale for contesting each indicator's score. Use the evidence provided and the language of the CRTF as a basis for your rationale. If there is additional scripted evidence (from the Unscheduled and Scheduled Observations) collected by the administrator that you believe should be bucketed for an indicator you are contesting, include it in the Rationale portion of the chart and indicate why you believe it should be added.

Step 4: When the form is complete, make sure to remove identifying information (name, school site) from form. Submit the form via email to the Coordinator of Ed Effectiveness – Julia Fisher at jfisher@greendot.org with “3^d rater request” in the subject line.

Standard & Indicator	Language of the indicator	Evidence Collected	Admin Rating	Teacher Rating	Rationale
1.1a	Establish standards-based learning objectives for instructional plans: Selection of Learning Objectives				

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Response: Within 2 weeks, the administrator and teacher will receive an email from Annette Gonzalez, Chief Academic Officer, with the outcome and rationale of the 3rd rater. Once the ratings are received, the teacher and administrator should meet to review the outcomes of the third rater. If the third raters have indicated a score change, the scores must be changed in EdReflect by the administrator.

3RD Rater Review Determination & Rationale

TO BE COMPLETED BY THE THIRD RATER

Fill in the indicator	Final Rating	Rationale:
Indicator 1:		
Indicator 2:		
Indicator 3:		

To be completed by the Chief Academic Officer: On date, the Summative Conference Independent Third Rater Submission Form was submitted to the GDPS Education Team for Review.

The signature below confirms that the contested indicators were reviewed and scored. It is my responsibility to ensure that any necessary changes to evaluation scores were made by the administrator in EdReflect and in the teacher's evaluation record. A copy of this document will be placed in the teacher's personnel file.

Verified by: Annette Gonzalez, Chief Academic Officer

Signature: _____

Date:

Teacher Name:

Campus Name:

Teacher Performance Evaluation Petition to Advance to the Next Group

This petition process is designed exclusively for a teacher who wishes to move into the next group after being awarded a 3.0 or his/her prior year's Summative Score as a result of administrative failure to meet required timelines. The petition process allows a teacher's individual case to be evaluated by impartial members of GDPSC' Education Team and AMU.

Process and Timeline

1. Following the semester in which the teacher received a 3.0 or his/her prior year's Summative Score, he or she shall have ten working days from the first day of paid service of the semester to submit the Petition to Advance to the Next Group ("Petition")..
 - a. Petitions submitted past the ten day deadline will not be considered.
2. The teacher shall submit the Petition to the Executive Assistant to the CAO and CEO.
3. The Evaluating Administrator will respond to the teacher's Petition within ten working days of the teacher's submission.
4. Green Dot will schedule an in-person meeting within 30 working days of the first day of paid service of the semester.
 - a. Required participants include an AMU Exec Board member (or other representative) and an Ed Team Member.
 - b. Optional participants include the petitioning teacher, evaluating administrator and Area Superintendent
5. During the meeting, the AMU Exec Board member and the Ed Team member shall review the submitted petition and the evaluating administrator's response to determine if the teacher is allowed to move groups.
 - a. The AMU Exec Board member and Ed Team Member may solicit additional information from the petitioning teacher and evaluating administrator as needed.
6. The AMU Exec Board member and the Ed Team member shall submit their decision to the GDPSC' Chief Academic Officer ("CAO") or designee.
7. The CAO or designee shall inform the teacher and administrator regarding the result of his/her petition.

Contents of Teacher's Petition

WRITTEN SUBMISSION

The petitioning teacher shall

- briefly describe (in 500 words or less) the incidents that led up to him or her receiving an automatic 3.0 or the prior year's Summative Score as a result of administrative failure to meet required timelines
- explain why he or she wishes to be moved into the next group for the following school year

This petition shall be typed, dated, saved and submitted as a PDF via email to Executive Assistant to the CAO and CEO.

ATTACHMENTS

The petitioning teacher shall attach any relevant email or written correspondence between him/herself and the evaluating administrator that demonstrates he or she made every effort to be evaluated. In addition, if absences were a factor in the case, the teacher shall submit detail regarding his or her absences.

Contents of Administrator or Response

WRITTEN SUBMISSION

The administrator shall

- briefly describe (in 500 words or less) the incidents that led up to the petitioning teacher receiving an automatic 3.0 or the prior year's Summative Score as a result of administrative failure to meet required timelines
- explain whether he or she thinks that the petitioning teacher should move into the next group or stay in the current group.

This petition shall be typed, dated, saved and submitted as a PDF via email to Executive Assistant to the CAO and CEO.

ATTACHMENTS

The administrator or Area Superintendent shall attach any relevant email or written correspondence between him/herself and the petitioning teacher or other relevant parties that help explain the situation. In addition, if absences were a factor in the case, the administrator shall submit formal detail regarding those absences.

To be completed by the Chief Academic Officer: On date, the Petition to Advance to the Next Group was submitted to GDPSC for review.

The signature below confirms that the Petition was reviewed by an AMU Exec Board member or designee and an Ed Team Member. For the upcoming evaluation period, this teacher will remain in his or her current group/move into the next group **(CIRCLE ONE)**. It is my responsibility to ensure that any group changes are made in Ed Reflect and communicated to the school site. A copy of this document will be placed in the teacher's personnel file.

Verified by: Annette Gonzalez, Chief Academic Officer

Signature: _____

Date: _____

Teacher Name: _____

Evaluating Administrator Name: _____

Campus Name: _____

College Ready Counseling Framework 2019-2020

COLLEGE READY COUNSELING	
Domain 1: Data-Driven Planning	
Standards	Indicators
1.1 Use student and school wide data to guide planning and inform decision making	A) Analyze and Interpret Data Correctly
	B) Accuracy and Use in Future Planning
Domain 2: Academic Development and Growth	
2.1 Assist students in planning for academic achievement	A) Academic Counseling and Academic Skills Support
	B) Enrichment Opportunities
Domain 3: Educational Transitions and Pre-College Guidance	
3.1 Development of students' secondary and post-secondary plans	A) Career Readiness and Exposure
	B) Exploration of Secondary and Post-Secondary Options
	C) Secondary/Post-Secondary Applications and Transition Planning
3.2 Facilitation of students' pursuit of secondary and postsecondary plans	A) Provide Financial Aid Awareness
	B) Financial Aid and Scholarship Applications (High School Only)
Domain 4: Personal, Social and Emotional Development and Counseling	
4.1 Monitor and address personal, social, and emotional concerns that may impede students' educational development.	A) Provide Counseling Referral Services and Collaborate with Staff, Mental Health Team and Outside Agencies
	B) Crisis Support
4.2 Counseling Services	A) Individual Counseling and Group Counseling
	B) Mediation

Domain 1: Data Driven Planning 2017-2018

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard	Spirit & Evidence
		Level I	Level II	Level III	Level IV	

1.1 Use student and school wide data to guide planning and inform decision making	A) Analyze and Interpret data correctly	When reviewing data from Green Dot platforms, the counselor inconsistently articulates evidence, relevant facts, and sound rationale.	When reviewing data from Green Dot platforms, the counselor consistently articulates evidence, relevant facts, and sound rationale.	When reviewing data from Green Dot platforms, the counselor consistently articulates evidence, relevant facts, and sound rationale.	All of 3 and... The counselor shares thoughtful analysis of key data with relevant stakeholders.	Counselors have access to various Green Dot Data platforms to monitor trends in student's behavior, attendance, and achievement. In order for counselors to use data, they must be proficient in understanding how to collect, analyze, and interpret data correctly. Counselors who are proficient in the analysis of data are able uncover patterns and trends to improve their programs and services for students. Examples of Green Dot Data Platforms but not limited to are;
		OR The counselor inconsistently demonstrates thoughtful analysis of key data when reviewing data from Green Dot platforms.	OR The counselor consistently demonstrates thoughtful analysis of key data from various Green Dot platforms.	AND The counselor demonstrates thoughtful analysis of key data from various Green Dot platforms.		

- Power School
- Tableau
- Salesforce
- Service Tracking System

Domain 1: Data Driven Planning 2017-2018

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard	Spirit & Evidence
		Level I	Level II	Level III	Level IV	

1.1 Use student and school wide data to guide planning and inform decision making	B) Accuracy and Use in Future Planning	The counselor inconsistently uses data to accurately assess progress of their work.	The counselor consistently uses data to accurately assess progress of their work.	The counselor consistently uses data to accurately assess progress of their work.	All of level 3 and... The counselor uses data generated to drive a plan of action or shift the area of focus related to subgroups of students for the following semester or year.	Utilizing data to monitor progress is an integral part in measuring the impact of school counselor activities and programs. Monitoring and measuring results provides an opportunity to determine what worked and what did not. It also provides direction to what could be done differently to improve student outcomes. Some monitoring examples include but are not limited to: <ul style="list-style-type: none"> • Pre and post test • Attendance • Grades • Standardized test scores • College applications and admission • College Readiness measurements (A-G and TN promise) • Academic (SRI, Lexile, state exam scores)
		OR The counselor inconsistently uses relevant data to make appropriate recommendations for future areas of focus.	OR The counselor consistently uses relevant data to make appropriate recommendations for future areas of focus.	AND The counselor consistently uses relevant data to make appropriate recommendations for future areas of focus.		

Domain 1: Data Driven Planning 2017-2018

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard	Spirit & Evidence
		Level I	Level II	Level III	Level IV	

						<ul style="list-style-type: none"> • Surveys • Behavior (ISS, OSS, discipline referrals)
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Domain 2: Assist Students in Planning for Academic Growth 2017-2018

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard	Spirit & Evidence
		Level I	Level II	Level III	Level IV	

2.1	Assist students in planning for academic growth	A) Academic Counseling	<p>During academic counseling, the counselor inconsistently develops and implements an academic plan for subgroups of students</p> <p>OR</p> <p>The counselor inconsistently monitors subgroups of students' progress in the identified areas of concern</p>	<p>During academic counseling, the counselor consistently develops and implements an academic plan for subgroups of students</p> <p>OR</p> <p>The counselor consistently monitors subgroups of students' progress in the identified areas of concern while proactively involves families in achieving academic plans and goals.</p>	<p>During academic counseling, the counselor consistently develops and implements an academic plan for subgroups of students</p> <p>AND</p> <p>The counselor consistently monitors subgroups of students' progress in the identified areas of concern while proactively involves families in achieving academic plans and goals</p>	<p>All of level 3, and...</p> <p>The counselor implements systems to ensure that all students and their families actively participate in regular academic planning and progress monitoring.</p>	<p>When students are aware of their academic standing, they are more likely to be self-directed and make decisions to improve academically. The counselor meets with families, students and other stakeholders and helps to interpret necessary information in order to provide guidance and help students meet their educational plans and goals. Examples, but not limited to:</p> <ul style="list-style-type: none"> • Transcript Analysis • Graduation/promotion Planning • Progress monitoring
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Domain 2: Assist Students in Planning for Academic Growth 2017-2018

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard	Spirit & Evidence
		Level I	Level II	Level III	Level IV	

	B) Enrichment Opportunities	The counselor inconsistently provides students with the information or support necessary to promote participation in various enrichment opportunities.	The counselor inconsistently provides students with the information and support necessary to promote participation in various enrichment opportunities.	The counselor consistently provides subgroups of students with the information and support necessary to promote participation in various enrichment opportunities.	<i>All of level 3 and...</i> The counselor establishes systems to provide opportunities for multiple subgroups of students	<p>Enrichment activities expand on students' learning and allow them to apply new knowledge and skills that broaden their educational experiences. The counselor proactively seeks out, builds and maintains relationships with enrichment providers to create opportunities for their students.</p> <ul style="list-style-type: none"> • College knowledge programs • Research and communication of summer internships • Collaboration with community agencies and non-profits • Maintaining relationship with outside agencies.
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Domain 3: Educational Transitions and Pre-College Guidance 2017-2018

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard	Spirit & Evidence
		Level I	Level II	Level III	Level IV	

3.1 Development of students' secondary /postsecondary plans	A) Career Readiness and Exposure	The counselor inconsistently provides opportunities for students to develop career awareness	The counselor consistently provides opportunities for students to develop career awareness	The counselor consistently provides opportunities for students to develop career awareness	All of level 3 and... The counselor supports students in exploring possible future career paths by accessing experiential activities	<p>When students are exposed to career opportunities they develop an understanding of how their own qualities, interests and education connect to future career choices. Counselors develop various methods that help students increase their knowledge of career options and employ strategies that develop career readiness.</p> <ul style="list-style-type: none"> • Career Guidance lessons • Career workshops • Career day, Career fairs • Job shadowing Career readiness & workability skills • Interest Inventories and Personal Career assessment tools
		OR The counselor inconsistently provides opportunities for students to develop career readiness skills	OR The counselor consistently provides opportunities for students to develop career readiness skills	AND The counselor consistently provides opportunities for students to develop career readiness skills		

Domain 3: Educational Transitions and Pre-College Guidance 2017-2018

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard	Spirit & Evidence
		Level I	Level II	Level III	Level IV	

	B) Exploration of Secondary / Post-Secondary Options	<p>The counselor inconsistently provides information about secondary/post-secondary options to subgroups of students</p> <p>OR</p> <p>The counselor inconsistently supports subgroups of students to analyze their options in order to make informed decisions about secondary and post-secondary options</p>	<p>The counselor provides information about secondary/post-secondary options to subgroups of students</p> <p>AND</p> <p>The counselor implements systems that allow subgroups of students to analyze their options in order to make informed decisions about secondary/post-secondary options</p>	<p>The counselor provides information about secondary/post-secondary options to all students</p> <p>AND</p> <p>The counselor implements systems that allow all students to analyze their options in order to make informed decisions about secondary /post-secondary options</p>	<p><i>All of level 3 and...</i></p> <p>The counselor provides differentiated advisement about secondary/post-secondary options to all students</p>	<p>To assist students and families in determining the best secondary/post-secondary options,</p> <p>counselors proactively seek out resources and provide the necessary information and</p> <p>guidance that students and families</p> <p>will use to make decisions for their secondary and post-secondary options. The following are examples but are not limited to:</p> <ul style="list-style-type: none"> • College/university tours • College readiness LPs/workshops • Parent nights • High school nights (MS) • College presentations • Advisory/Guidance Lessons • College fairs • Individual/ group meetings • Collaboration with community based college access groups
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Domain 3: Educational Transitions and Pre-College Guidance 2017-2018

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard	Spirit & Evidence
		Level I	Level II	Level III	Level IV	

	C) Secondary / Post-Secondary Applications and Transition Planning	<p>The counselor inconsistently supports subgroups of students to complete and submit secondary/post-secondary applications</p> <p>OR</p> <p>The counselor inconsistently provides secondary/post-secondary transition support to subgroups of students</p>	<p>The counselor consistently supports subgroups of students to complete and submit secondary/post-secondary applications</p> <p>OR</p> <p>The counselor consistently provides secondary/post-secondary transition support to subgroups of students</p>	<p>The counselor consistently supports all students to complete and submit secondary/post-secondary applications</p> <p>AND</p> <p>The counselor consistently provides secondary/post-secondary transition support to all students</p>	<p><i>All of level 3 and...</i></p> <p>The counselor supports students in applying to more competitive or “best fit” secondary/post-secondary institutions</p>	<p>When students are supported throughout the secondary and post-secondary application process, they are more likely to complete the necessary steps in order to be accepted, enrolled, and transition to a best fit Secondary/post-secondary institution that best suits their needs and future goals. The following are examples but not limited to:</p> <ul style="list-style-type: none"> • Lesson Plans • Parent, financial aid, & academic progress meetings • Post-secondary, secondary • Workshops • College/ High School applications • Grade-level programming and selections
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Domain 3: Educational Transitions and Pre-College Guidance 2017-2018

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard	Spirit & Evidence
		Level I	Level II	Level III	Level IV	

3.2 Financial Aid Literacy and Support	A) Provide financial aid awareness	The counselor inconsistently provides financial aid information to students.	The counselor consistently provides financial aid information to students.	The counselor consistently provides financial aid information to students and families.	The counselor implements systems to ensure that students and families are provided with appropriate financial aid information.	<p>When students and families are aware of the multitude of financial aid options they are knowledgeable about the cost of postsecondary education, the need for financial planning, and the financial aid process.</p> <p>Examples but not limited to:</p> <ul style="list-style-type: none"> • On campus workshops • Cash for College workshops • Promote off campus workshops and conferences. • Promotion of scholarships • Lesson guidance plans • Scholarships workshop
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Domain 3: Educational Transitions and Pre-College Guidance 2017-2018

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard	Spirit & Evidence
		Level I	Level II	Level III	Level IV	

	<p>B) Financial aid and scholarship applications</p> <p>High School Only</p>	The counselor inconsistently provides assistance for students to complete the financial aid and scholarship application process.	The counselor consistently provides assistance for students to complete the financial aid and scholarship application process.	The counselor consistently provides assistance for students and families to complete the financial aid and scholarship application process.	<p><i>All of level 3 and...</i></p> <p>The counselor continues to check for quality and follow-through of students within the financial aid and scholarship application process.</p>	<p>In order to support students' successful post-secondary transition, counselors implement programs that support students in completing the financial aid and scholarship process</p> <ul style="list-style-type: none"> • Cal Grant/TN Promise • FAFSA/Dream Application • Need-Based/Merit Scholarships
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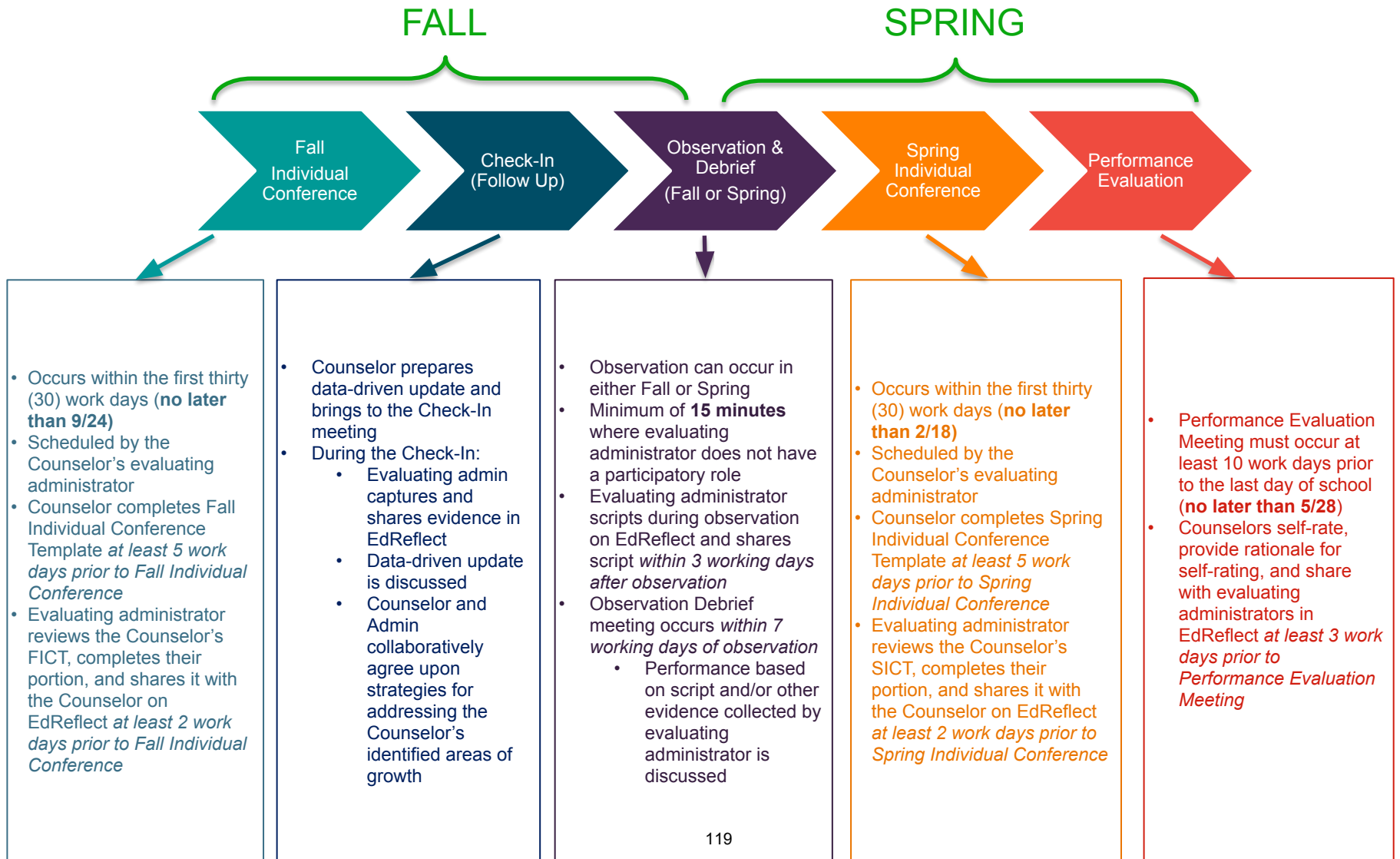
<p>4.1 Monitor and address personal, social, and emotional concerns that may impede students' educational development.</p>	<p>A) Provide Counseling Referral Services and Collaborate with staff, mental health team and outside agencies</p>	<p>The counselor inconsistently screens students to make appropriate referrals that address students' personal, social, or emotional needs.</p> <p>OR</p> <p>The counselor inconsistently follows up with the status of referrals by collaborating with school staff, mental health services and outside agencies</p>	<p>The counselor consistently screens students to make appropriate referrals that address students' personal, social, or emotional needs.</p> <p>OR</p> <p>The counselor consistently follows up with the status of referrals by collaborating with school staff, mental health services and outside agencies</p>	<p>The counselor consistently screens students to make appropriate referrals that address students' personal, social, or emotional needs.</p> <p>AND</p> <p>The counselor follows up with the status of all referrals by collaborating with school staff, mental health services and outside agencies.</p>	<p><i>All of level 3 and...</i></p> <p>The counselor consistently monitors the progress of students receiving services and makes recommendations for next steps as necessary.</p>	<p>To ensure that student personal, social and emotional needs are met, the counselor makes appropriate referrals and monitors the status of students receiving services.</p> <ul style="list-style-type: none"> • Group counseling referrals • Individual counseling referrals • Referrals to clinical services • Referrals to outside agencies
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	B) Crisis Support	<p>The counselor inconsistently utilizes the tools and training to implement individual or school wide crisis support.</p> <p>OR</p> <p>The counselor inconsistently follows up with necessary stakeholders about short term next steps.</p>	<p>The counselor consistently utilizes the tools and training to implement individual or school wide crisis support.</p> <p>OR</p> <p>The counselor consistently follows up with necessary stakeholders about short term next steps.</p>	<p>The counselor consistently utilizes the tools and training to implement individual or school wide crisis support.</p> <p>AND</p> <p>The counselor consistently follows up with necessary stakeholders about short term next steps.</p>	<p><i>All of level 3 and...</i></p> <p>The counselor helps coordinate a system of supports that provide long term crisis management for individual students.</p>	<p>A trained counselor can play a key role and implement individual or school wide crisis support by utilizing crisis protocol and procedures, which minimize the effects of crisis situations,</p> <ul style="list-style-type: none"> • Suicide assessments • PREPaRE certification • Debrief
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<p>4.2 Counseling Services</p>	<p>A) Individual Counseling and Group Counseling</p>	<p>The counselor does not conduct individual and/or group counseling sessions that provide students with strategies to address personal, social and emotional barriers to learning.</p>	<p>The counselor inconsistently conducts individual and/or group counseling sessions that provide students with strategies to address personal, social and emotional barriers to learning.</p>	<p>The counselor consistently conducts individual and/or group counseling sessions that provide students with strategies to address personal, social and emotional barriers to learning.</p>	<p><i>All of level 3 and...</i></p> <p>The counselor coordinates a stakeholder-inclusive plan of support for students receiving individual and/or group counseling.</p>	<p>When counselors provide individual counseling services to students with personal, social and emotional barriers to learning, students are able to employ coping skills that allow them to succeed in a school setting.</p> <ul style="list-style-type: none"> • Individual counseling sessions • Teacher/staff consultations • Review of student data • Consultation with families • Group counseling sessions • Group referral list • Parent consent forms • Pre and post survey • Group counseling curriculum or outline
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	B) Mediation	<p>The counselor inconsistently facilitates mediations and teaches conflict resolution skills that support a safe learning environment.</p> <p>OR</p> <p>The counselor inconsistently provides follow-up with appropriate stakeholders (as needed).</p>	<p>The counselor consistently facilitates mediations and teaches conflict resolution skills that support a safe learning environment.</p> <p>OR</p> <p>The counselor consistently provides follow-up with appropriate stakeholders (as needed).</p>	<p>The counselor consistently facilitates mediations and teaches conflict resolution skills that support a safe learning environment.</p> <p>AND</p> <p>The counselor consistently provides follow-up with appropriate stakeholders (as needed).</p>	<p><i>Level 3 and...</i></p> <p>The counselor coordinates a comprehensive, school-wide mediation program that stakeholders know how to use and engage in.</p>	<p>When counselors facilitate the mediation process and teach conflict resolution skills, students are able to resolve conflict and contribute to a safe learning environment.</p> <ul style="list-style-type: none"> • Mediation sessions • Mediation contracts • Power School logs • Advisory
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There are 5 steps to complete on EdReflect



The Counselor Performance Evaluation Process: Individual Conference One Sheet

PURPOSE		
<p>The Individual Conference provides an opportunity for the administrator and counselor to reflect upon two (2) CRCF indicators in which the Counselor has been successful and two (2) CRCF indicators that are identified as areas of growth for the Counselor. An Individual Conference occurs within the first thirty (30) work days of each fall and spring semester and is scheduled by the counselor's evaluating administrator. In preparing for the Individual Conference, the counselor shall complete either the Fall Individual Conference Template ("FICT") or Spring Individual Conference Template ("SICT"). The Counselor's evaluating administrator shall review the Counselor's FICT or SICT, complete the evaluating administrator's reflection portion, and share it with the Counselor on EdReflect.</p>		
CRCF INDICATORS		
<p>1.1 (A) Analyze and Interpret Data Correctly 1.1 (B) Accuracy and Use in Future Planning 2.1 (A) Academic Counseling and Academic Skills Support Options 2.1 (B) Enrichment Opportunities</p>	<p>3.1 (A) Career Readiness and Exposure 3.1 (B) Exploration of Secondary and Post-Secondary with Staff, Mental Health Team and Outside Agencies 3.1 (C) Secondary/Post-Secondary Applications and Transition Planning 3.2 (A) Provide Financial Aid Awareness 3.2 (B) Financial Aid and Scholarship Applications <i>(HS Only)</i></p>	<p>4.1 (A) Provide Counseling Referral Services and Collaborate with Staff, Mental Health Team and Outside Agencies 4.1 (B) Crisis Support 4.2 (A) Individual Counseling and Group Counseling 4.2 (B) Mediation</p>
COUNSELOR ROLE	ADMINISTRATOR ROLE	TIME
<ul style="list-style-type: none"> Prior to the Individual Conference (Fall or Spring), counselors should review available school wide and subgroup data to assist in reflecting upon two (2) CRCF indicators in which he or she has been successful and two (2) CRCF indicators that are identified as areas of growth for the counselor. <ul style="list-style-type: none"> For the Spring Individual Conference, counselors should reflect upon the CRCF indicators not discussed during the Fall Individual Conference and/or the Check-In. Previously identified CRCF indicators that remain as areas of growth for the Counselor may be reflected upon again. At least five working days prior to the Individual Conference, complete either the Fall Individual Conference Template or Spring Individual Conference Template on the Counselor Evaluation platform. Attend the Individual Conference (Fall or Spring) and be open to collaboratively agreeing upon strategies for addressing the counselor's identified areas of growth. 	<ul style="list-style-type: none"> Schedule the Individual Conference in accordance with the first 30 working days of each semester. At least two working days prior to the Individual Conference (Fall or Spring), review the counselor's Fall Individual Conference Template or Spring Individual Conference Template on the Counselor Evaluation Tool, complete the evaluating administrator's reflection portion, and share it with the counselor on EdReflect. It is recommended that admin use the Counselor Evaluation Tool and templates provided by GDPSC to capture evidence and tag evidence to indicators. During the Individual Conference (Fall or Spring), collaboratively agree upon strategies for addressing the Counselor's identified areas of growth. 	<p>Preparation: 60 min Check-In Meeting: 45-60 min</p>
		DEADLINES
		<p>Fall Semester: First 30 working days (9/24) Spring: First 30 working days (2/18)</p>
		ED REFLECT
		<p>Admin MUST share Individual Conference Templates with counselor on EdReflect.</p>

The Counselor Performance Evaluation Process: Check-In Meeting One Sheet

PURPOSE		
<p>Standing Check-In meetings occur at least once per month between an administrator and a counselor or counseling team. Check-In meetings allow for counselors and administrators to discuss progress, problem solve on key tasks and projects, and reflect on next steps associated with the counselor's scope of work. During a Check-In meeting, counselors and administrators have an opportunity to collaborate with one another. This is also a time for the evaluating administrator to coach the counselor on their performance. The evaluating administrator shall capture the discussion (or evidence) in Ed Reflect (or other applicable platform provided by GDPSC) of the Counselor's progress regarding the indicators identified during the Fall Individual Conference. At this time, the Counselor's evaluating administrator may identify additional CRCF indicators that are areas of growth for the Counselor.</p>		
CRCF INDICATORS		
<p>1.1 (A) Analyze and Interpret Data Correctly 1.1 (B) Accuracy and Use in Future Planning 2.1 (A) Academic Counseling and Academic Skills Support Options 2.1 (B) Enrichment Opportunities</p>	<p>3.1 (A) Career Readiness and Exposure 3.1 (B) Exploration of Secondary and Post-Secondary with Staff, Mental Health Team and Outside Agencies 3.1 (C) Secondary/Post-Secondary Applications and Transition Planning 3.2 (A) Provide Financial Aid Awareness 3.2 (B) Financial Aid and Scholarship Applications <i>(HS Only)</i></p>	<p>4.1 (A) Provide Counseling Referral Services and Collaborate with Staff, Mental Health Team and Outside Agencies 4.1 (B) Crisis Support 4.2 (A) Individual Counseling and Group Counseling 4.2 (B) Mediation</p>
COUNSELOR ROLE	ADMINISTRATOR ROLE	TIME
<ul style="list-style-type: none"> Prior to the Check-In meeting, counselors should prepare, and bring to the Check-In, a written data-driven update on a form that will be available on Google Counselor Evaluation Tool that aligns to the Counselor's areas of growth that were identified during the Fall Individual Conference. Be ready to discuss prepared data-driven update with your evaluating admin Be open to collaboratively agreeing upon strategies for addressing the counselor's identified areas of growth. Note important upcoming calendar items and request support when needed. Review Check-In notes after the meeting to ensure your evaluating admin capture the key meeting details. 	<ul style="list-style-type: none"> Prior to the Check-In meeting, send the counselor an agenda and invite the counselor to add any additional items not noted in the agenda Begin with "Bright Spots" where the counselor is demonstrating success. Use quantitative and qualitative data to drive your assessment of current progress and solutions - informing bright spots/areas for support. During the meeting, complete the admin portion of the Check-In meeting template on Google regarding the indicators identified during the Fall Individual Conference. <ul style="list-style-type: none"> Admin may identify additional CRCF indicators that are areas of growth for the counselor Be ready to discuss the counselor's prepared data-driven update Collaboratively agree upon strategies for addressing the counselor's identified areas of growth. Copy/paste all meeting notes from Google Counselor Evaluation Tool (including counselor's) into the Check-In template on EdReflect and share with the counselor. 	<p>Preparation: 30 min Check-In Meeting: 45-60 min</p>
		<p>CADENCE</p> <p>Fall Semester: One Check-In meeting following the Fall Individual Conference</p>

The Counselor Performance Evaluation Process: Observation/Debrief One Sheet

PURPOSE			
An Observation shall be conducted by the Counselor's evaluating administrator for a minimum of fifteen (15) minutes. The administrator should not have a participatory role in the Counselor's job-related activities during the Observation. Observations include, but are not limited to, staff professional development sessions, parent conferences, parent and student informational sessions, and college presentations. The Observation Debrief shall include discussions regarding the Counselor's performance based upon the Script and/or other evidence collected by the administrator.			
CRCF INDICATORS			
1.1 (A) Analyze and Interpret Data Correctly 1.1 (B) Accuracy and Use in Future Planning 2.1 (A) Academic Counseling and Academic Skills Support Options 2.1 (B) Enrichment Opportunities	3.1 (A) Career Readiness and Exposure 3.1 (B) Exploration of Secondary and Post-Secondary with Staff, Mental Health Team and Outside Agencies 3.1 (C) Secondary/Post-Secondary Applications and Transition Planning 3.2 (A) Provide Financial Aid Awareness 3.2 (B) Financial Aid and Scholarship Applications (HS Only)	4.1 (A) Provide Counseling Referral Services and Collaborate with Staff, Mental Health Team and Outside Agencies 4.1 (B) Crisis Support 4.2 (A) Individual Counseling and Group Counseling 4.2 (B) Mediation	
COUNSELOR ROLE		ADMINISTRATOR ROLE	TIME/LOCATION
<ul style="list-style-type: none"> Provide opportunities for administrator to perform observation which can include, but are not limited to, staff professional development sessions, parent conferences, parent and student informational sessions, and college presentations. Be open to discuss performance based on script during observation and/or other evidence collected by the administrator. 		<ul style="list-style-type: none"> Observe counselor for a minimum of fifteen (15) minutes in either the Fall or Spring semester following the Check-In meeting. During the observation, administrator should use the Google Evaluation Tool to write observations of dialogue and activities that occur. The administrator should copy/paste to EdReflect, tag evidence to indicators, and then share observation notes with counselor within three (3) work days after the observation. Hold Observation Debrief meeting within seven (7) work days after the Observation. Be prepared to discuss counselor's performance based upon the Script and/or other evidence. 	Observation: minimum of 15 minutes Debrief: 30-45 minutes

The Counselor Performance Evaluation Process: Performance Evaluation Meeting One Sheet

PURPOSE		
The purpose of the Performance Evaluation Meeting is to provide the opportunity for the evaluating administrator to review the counselor's performance evaluation and his or her ratings for work that was performed or completed based on the CRCF. A Counselor will be evaluated and receive performance evaluation ratings only on CRCF indicators that align to his/her job duties assigned.		
CRCF INDICATORS		
1.1 (A) Analyze and Interpret Data Correctly 1.1 (B) Accuracy and Use in Future Planning 2.1 (A) Academic Counseling and Academic Skills Support Options 2.1 (B) Enrichment Opportunities	3.1 (A) Career Readiness and Exposure 3.1 (B) Exploration of Secondary and Post-Secondary with Staff, Mental Health Team and Outside Agencies 3.1 (C) Secondary/Post-Secondary Applications and Transition Planning 3.2 (A) Provide Financial Aid Awareness 3.2 (B) Financial Aid and Scholarship Applications (HS Only)	4.1 (A) Provide Counseling Referral Services and Collaborate with Staff, Mental Health Team and Outside Agencies 4.1 (B) Crisis Support 4.2 (A) Individual Counseling and Group Counseling 4.2 (B) Mediation
COUNSELOR ROLE	ADMINISTRATOR ROLE	TIME
<ul style="list-style-type: none"> At least 3 work days prior to Performance Evaluation Meeting, the counselor should input self-rating and rationale for each indicator on the counselor portion of the Performance Evaluation meeting template on the Google Counselor Evaluation Tool. If counselor disagrees with any of his/her ratings, he/she may provide one (1) written response to be filed with evaluating administrator and Janneth Johnson, within ten (10) work days from the receipt of the ratings. 	<ul style="list-style-type: none"> Schedule Performance Evaluation Meeting with the counselor at least ten (10) work days prior to the last pupil day spring semester Before the Performance Evaluation Meeting, input ratings on Edfect and share with the counselor. After the meeting, complete the administrator portion of the Performance Evaluation Meeting template on the Google Counselor Evaluation Tool. <ul style="list-style-type: none"> Copy and paste all meeting notes from Google (including counselor's) into EdReflect and share with the counselor. Evidence need not be captured and shared in EdReflect to inform a Counselor's performance evaluation ratings. 	Preparation: 60 min Meeting: 45-60 min
		DEADLINES
		Performance Evaluation Meeting must occur at least 10 work days prior to the end of spring semester (5/28)
		ED REFLECT
		Admin MUST provide counselor Performance Evaluation ratings on EdReflect

APPENDIX C

TEACHER/COUNSELOR CASELOAD

**Green Dot Public Schools California
Counselor Caseload**

This form shall be used to document the conversation regarding any counselor caseload exceeding 350 students for Green Dot Public Schools California's ("Green Dot") high schools (HS) or 400 students for Green Dot middle schools (MS), and any subsequent amelioratory measures agreed upon by the principal and the affected counselor. All possible avenues for reducing the caseload to 350 (HS)/400 (MS) or less should be exhausted before using this form.

School Site:

Principal:

Counselor:

Semester/School Year:

Briefly state the reason that this caseload MUST exceed the caseload limit of 350 (HS)/400 (MS):

The principal and the affected counselor (named above) agree to the following amelioratory measures given that the identified caseload(s) are above the caseload limit of 350 (HS)/400 (MS):

Additional full or part time counselor, counselor aide, or counselor intern

Reduced workload in areas other than the counselor role

Limited adjunct supervisory duties

Additional support from an administrator

Other (explain)

Principal's Signature

Date

Counselor's Signature

Date

Green Dot Public Schools

Teacher Caseload

This form shall be used to document the conversation regarding any class exceeding the class size limit of 33 or intervention classes (defined as math and literacy intervention classes) exceeding 27 and any subsequent amelioratory measures agreed upon by the principal and the affected teacher. All possible avenues for reducing the class size to 33 or intervention classes to 27 or less should be exhausted before using this form.

School Site:

Principal:

Teacher:

Semester/School Year:

Course(s):

Period(s):

Briefly state the reason that this class MUST exceed the class size limit of 33 or intervention classes limit of 27:

The principal and the affected teacher (named above) agree to the following amelioratory measures given that the identified course(s) are above the class size limit of 33 or intervention classes above 27:

Substitute day(s) for grading/planning (specify number of days _____)

Lower class sizes in other periods (specify which courses/periods)

Instructional aid for the affected period

Stipend in the amount of \$_____ (stipend shall not exceed the contractual agreement)

Other (explain)

Principal's Signature

Date

Teacher's Signature

Date

APPENDIX D

MEMORANDUM OF UNDERSTANDING

Teacher/Counselor Stipend positions for the 2019-2020 School Year
-Sunset Date: June 30, 2020

MEMORANDUM OF UNDERSTANDING
BETWEEN
ASOCIACIÓN DE MAESTROS UNIDOS
AND
GREEN DOT PUBLIC SCHOOLS CALIFORNIA

TEACHER/COUNSELOR STIPEND POSITIONS FOR THE 2021-2022 SCHOOL YEAR

This Memorandum of Understanding (“MOU”) between Asociación de Maestros Unidos (“AMU”) and Green Dot Public Schools California (“GDPSC,” referred to herein collectively with AMU as the “Parties”) memorializes the establishment of stipend positions available for AMU members. The positions and stipend amounts are attached hereto.

NOW, THEREFORE, the Parties hereby agree as follows:

1. fAll stipend positions listed herein are intended to meet the standard for creditable service under the California State Teachers’ Retirement System (“STRS”) because the positions relate to, or are an outgrowth of, GDPSC’s instructional and guidance program. Should a stipend position be filled, the AMU member shall complete the duties in the position’s job description, in full per semester, to receive the stipend amount. As a result, GDPSC shall remit payment, including employee/employer contributions to STRS and less all legally required withholdings, for such stipend work in the month in which the work was completed (i.e., in December 2021 and June 2022).
2. GDPSC shall provide AMU with a calendar of meetings, training, and other events relevant to stipend positions available to AMU members no later than May 14, 2021. Such events shall be open to AMU officers to attend as observers and potential presenters.
3. This MOU shall become effective upon full execution thereof and, absent a written agreement between the Parties, shall sunset on June 30, 2022.
4. Entire Agreement.
 - a. This MOU contains the entire agreement, and supersedes any oral or written understandings, between the Parties with respect to the subject matter contained herein. In the event of any conflict, ambiguity or silence, the collective bargaining agreement between the Parties (“CBA”) shall apply. In entering this MOU, the Parties do not agree to waive any rights under the CBA.
 - b. No person or party is authorized to make any representations or warranties except as set forth herein, an no agreement, statement, representation, or promises by any party hereto relied upon any warranties, representations, statements, or promises by any of the parties herein or any of their agents or consultants except as may be expressly set forth in this MOU.
 - c. This MOU shall only be modified by written mutual agreement of the Parties.



AUTHORIZED SIGNATURES:

GREEN DOT PUBLIC SCHOOLS CALIFORNIA

A handwritten signature in blue ink, appearing to read "Cristina de Jesus", written over a horizontal line.

Dr. Cristina de Jesus
President and Chief Executive Officer

Date: 5/27/2021

ASOCIACIÓN DE MAESTROS UNIDOS

A handwritten signature in black ink, appearing to read "Jeremy Zuniga", written over a horizontal line.

Jeremy Zuniga
President

Date: 5/26/2021

Returning Positions for 2021-2022				
Position	Responsibilities	Commitment	Selection Criteria	Stipend, Application Deadline & Contact
Alumni Champions 1 Summer Training day + 2021-2022	<ul style="list-style-type: none"> Alumni Champions support students as they transition out of high school - acting as liaisons to college and workforce resources Create and distribute 1 pager resources to stakeholders Plan and facilitate Alumni events such as Launch to College and Alumni Day (Optional) Maintain communication with Alumni and stakeholders using GradSnapp 	<ul style="list-style-type: none"> Attend one summer 3-hour training sessions (9:00-12:00) <ul style="list-style-type: none"> June 15, 2021 Attend one spring 3-hour training sessions (4:00-7:00) <ul style="list-style-type: none"> January 24, 2022 Attend five 2-hour after school meetings-(3:30-5:30) <ul style="list-style-type: none"> October 25, 2021 February 21, 2022 March 14, 2022 April 25, 2022 May 23, 2022 Participate in five 1-hour individual check-ins <ul style="list-style-type: none"> September 13, 2021 November 8, 2021 February 21, 2022 March 21, 2022 May 9, 2022 	1 teacher or counselor per school site	<ul style="list-style-type: none"> Recommended stipend: \$2500 (paid by the school site) Application Due May 21, 2021 Janneth Johnson/Theresa Asuncion

		<ul style="list-style-type: none"> ● Attend 1 Launch to College Event (during the school day) <ul style="list-style-type: none"> ○ May 27, 2022 ● Support and help facilitate 1 two-hour Summer Melt Alumni Workshop between June 14-18, 2021 <ul style="list-style-type: none"> * <i>Dates will be confirmed based on participants' availability</i> 		
Counselor Professional Development Leaders 1 Summer Training day + 2021-2022 School Year	Counselor Professional Development Leaders will: <ul style="list-style-type: none"> ● Plan and facilitate two 2- hour Collaboration Days ● Plan and facilitate monthly Counselor Chat Sessions *8 - 60 minute sessions. 	<ul style="list-style-type: none"> ● Attend one 3 -hour CPDL Retreat <ul style="list-style-type: none"> ○ July 2021 ● Plan and facilitate 2 Collaboration Days <ul style="list-style-type: none"> ○ November 2021 ○ February 2022 ● Plan and facilitate 8 Counselor Chats <ul style="list-style-type: none"> ○ September 2021 ○ October 2021 ○ November 2021 ○ January 2022 ○ February 2022 ○ March 2022 ○ April 2022 ○ May 2022 ● Attend ten 1-hour after-school planning sessions (4:30-5:30) <ul style="list-style-type: none"> ○ August 2021 ○ September 2021 ○ October 2021 	2 counselors (1 Middle School and 1 High School)	<ul style="list-style-type: none"> ● Stipend \$2000 ● Application Due May 21, 2021 ● Janneth Johnson/Erika Viramontes

- November 2021
- December 2022
- January 2022
- February 2022
- March 2022
- April 2022
- May 2022

** Dates will be confirmed
based on participants'
availability and AGDD and GD
Collaboration dates*

<p>Demo Class Teachers</p> <p>2021-2022 School Year</p>	<p>Demo Class Teachers will:</p> <ul style="list-style-type: none"> • Coordinate with Teacher Effectiveness Support Specialist to schedule Demo lessons throughout semester 2 • Submit planning artifacts 5 work days prior to each observation, and submit revisions for any Domain 1 indicators scoring a '2' or below on the CRTF • Share all supplemental lesson materials with guest teachers during and following observations • Be open to implementing feedback following classroom observations and debrief • Agree to filming sessions, accompanied with relevant planning materials, reflections, and media release forms 	<ul style="list-style-type: none"> • Attend one 3-hour Demo Class Teacher training session from 4:00-7:00. <ul style="list-style-type: none"> o Thursday, January 27th* • Attend one 1.5-hour Demo Class Teacher collaboration mid-semester <ul style="list-style-type: none"> o Thursday, March 10th* <p><i>* Dates will be confirmed based on participants' availability</i></p> • Teach up to four Demo lessons during Semester 2 • Debrief in-person or virtually with guest teachers and TESS following each Demo lesson <ul style="list-style-type: none"> o Each debrief requires one hour during the Demo Teacher's conference period or after school, depending on the bell schedule 	<p>3-4 teachers (varied content areas at middle and high school levels)</p> <p>Minimum of 4 years teaching experience</p> <p>Highly Effective teachers will be invited to apply. Classroom observations and planning artifacts will be requested in addition to the application.</p>	<ul style="list-style-type: none"> • \$1,750 • Application Due Dec. 9, 2021 • Rosa Joo
<p>English Learner Lead</p> <p>1 Summer Training day + 2021-2022 School Year</p>	<p>EL Leads will:</p> <ul style="list-style-type: none"> • Support school-wide awareness of EL needs by delivering school site PDs that focuses on the ELD Standards, language criteria for success, 	<ul style="list-style-type: none"> • Attend 1 summer meeting (6 Hours) • Attend two full day pull out EL Lead PDs <p>Ongoing</p> <ul style="list-style-type: none"> • Meet quarterly with the EL Coordinator at teacher's school site (one hour meeting during teachers prep period or 	<p>One teacher per school site</p> <p>Selected at school site level</p> <p>This position is paid for by a school site</p>	<ul style="list-style-type: none"> • Hired at the school site • Recommended school site stipend: \$2000 (determined at site level) • Participants must sign and submit Participation Agreement to Leona Matthews by May 21, 2021

	<p>Explicit language instruction and scaffolds for ELs.</p> <ul style="list-style-type: none"> • Collaborate with administration and teachers to assess and monitor ELs by supporting ELPAC motivation and reflection, facilitating access of EL passports and assisting with progress monitoring of ELs and reclassified students on a regular basis. • Build parent communication by co-facilitating the Parent EL committee (DELAC) • Promote Bilingualism on campus by coordinating reclassification ceremony and other events as selected by the school site. Events can take place during the school day or after school 	<p>after school)</p> <ul style="list-style-type: none"> • Meet monthly with the Administrator for ELs. 	<p>stipend using Title III funds</p>	
<p>English Learner Master Plan Revision Team</p> <p>2021-2022 School</p>	<ul style="list-style-type: none"> • Read extended research regarding effective supports for ELs and sample EL Master plans from other schools • Provide thoughtful and 	<ul style="list-style-type: none"> • Monthly research and feedback tasks (complete on your own time): 2 hrs per month x 8 months (Sept-Nov, Jan-May) • Meet quarterly during prep or after 	<p>4 Teachers</p> <p>Experience working with ELs as an EL Lead, Designated</p>	<ul style="list-style-type: none"> • Stipend \$770 (\$35 per hour x 22 Hours) • Applications due March 21, 2020 • Leona Matthews

Year	<p>detailed feedback through on-line and in person interactions with EL Coordinator</p> <ul style="list-style-type: none"> Must be responsive to email and meet monthly feedback deadlines 	<p>school with EL Coordinator (1.5 hours each meeting)</p>	<p>ELD Teacher or skilled Integrated ELD Teacher.</p>	
<p>African American Student Achievement Lead</p> <p>Summer + 2021-2022 School Year</p>	<p>AASA Leads will:</p> <ul style="list-style-type: none"> Support school-wide awareness of African American student needs by facilitating data analysis, book study, and targeted PDs to improve outcomes of African American students on their campus. Collaborate with administration and other school site leadership teams assess and monitor African American student data and feedback on their schooling experience. Support parent communication by co-facilitating African American Parent Advisory Council meeting/s Promote anti-racist anti-bias 	<ul style="list-style-type: none"> Attend 2 summer meeting (6 Hour total) <ul style="list-style-type: none"> July 2021 (date TBD) Attend 4 quarterly- 2 hour meetings <ul style="list-style-type: none"> Dates TBD Meet monthly with the Administrator over African American Student Achievement or recruitment. 	<p>One teacher per school site</p> <p>Selected at school site level</p> <p>This position is paid for by school site stipend funds as agreed by their stipend committee</p>	<ul style="list-style-type: none"> Hired at the school site Recommended school site stipend: \$2500 (determined at site level) Participants must sign and submit Participation Agreement to Kris Terry in May 2021

	practice on campus by co-facilitating with admin or peers continued bookstudy of Everyday Anti-Racism			
African American Achievement Committee 2021-2022 School Year	<ul style="list-style-type: none"> • Provide feedback and support GD DEI initiatives that close the achievement gap for African American students • Analyze data and offer suggestions for academic, behavioral and social-emotional interventions and DEI initiatives that impact African American students 	<ul style="list-style-type: none"> • Participate in eight 2-hour meetings from 4:30-6:30 (Final Dates TBD) 	4 teachers	<ul style="list-style-type: none"> • Stipend: \$ 35/hour • Max \$560 • Application due May 2021 • Kris Terry
Diversity Equity and Inclusion (DEI) Committee 2020-2021 School Year	<ul style="list-style-type: none"> • Provide feedback and support GD equity initiatives that aim to deepen commitment to equity, anti racism and bias, and developmental relationships for all GD team members, students, and families with a focus on the following unique vulnerable student populations (as well as intersectional identities): <ul style="list-style-type: none"> ○ LGBTQ ○ Special Education 	<ul style="list-style-type: none"> • Participate in six 2-hour meetings (4:30-6:30) Dates TBD 	4 teachers	<ul style="list-style-type: none"> • Stipend: \$35/hour • Max \$420 • Application due May 2021 • Kris Terry

	<ul style="list-style-type: none"> ○ ELLs ● Analyze data from stakeholders and offer suggestions for talent, educational, and culture practices that improve the experiences and outcomes of the focus populations above. 			
Advisory & School Culture Summer Working Team Summer Position	<ul style="list-style-type: none"> ● Participate in the completion of assigned projects for Advisory: ● Curriculum Map Alignment to Restorative Practices, SEL, Tier 1 Initiatives ● Planned out PD Units ● Model Unit and Lesson Plans for Advisory ● Review and revision of existing Unit and Lesson plans for grades 6-12 ● Design Circle Prompts 	<ul style="list-style-type: none"> ● Participate in six 4-hour virtual work sessions (dates and time variable) ● Participate in two 2-hour check in meetings (dates TBD) 	6 Advisory-School Culture Lead Teachers	<ul style="list-style-type: none"> ● 35\$ per hour for a max of \$1000 ● Application Due May 2021 ● Tobin Paap
AGDD Guest Content Presenters: ELA, History, Math, Science, SpEd, VAPA, PE, Spanish,	<ul style="list-style-type: none"> ● Guest Content Presenters will have the opportunity to present a “best practice” they use in their classroom to increase student achievement. ● Presentations can be a demo, 	<ul style="list-style-type: none"> ● Attend up to 6 hours max of planning in coordination with Curriculum Specialist 	Up to 20 teachers across departments Teachers should express interest via the Guest Content Presenter Sign-Up	<ul style="list-style-type: none"> ● \$35 per hour/ max of \$350 ● Application Due May 21, 2021 ● Leilani Abulon

2021-2022 School Year	workshop, or PD.		form Rolling application will launch via Grow Your Dot in the spring and continue until positions are filled As needed per final PD calendar	
Anatomy-Physiology Curriculum Development Working Team Summer + 2021--2022 School Year	<ul style="list-style-type: none"> Collaborate with the GD Science Team in order to continue the work that was started by the team last year to make revisions to the Anatomy-Physiology course-at-a-glance and unit materials to further align them with our approach to NGSS instruction. Review the scope + sequence for the current Anatomy-Physiology course in order to determine necessary adjustments to overall pacing, sequencing, or content priorities. Develop anchoring phenomena, case studies, or essential questions for each unit that guide student 	<ul style="list-style-type: none"> Participate in three 6-hour planning days (18 hours total) in June to kick off the planning work. (The dates, timing, and chunking of the hourly commitment is flexible with the weeks on June 14 – June 25 based on the composition of the working team.) Participate in three 3-hour (9 hours total) planning meetings throughout the school year (September, January, and April) in order to continue the planning work and revisions. Participate in 12-hours of additional independent planning in order to develop deliverables aligned to the curricular resources. 	2 teachers	<ul style="list-style-type: none"> Participants who successfully meet the commitment described below will receive \$1,365. <ul style="list-style-type: none"> \$630 paid in Aug 2021 \$315 paid in Dec 2021 \$420 paid in Jun 2022 Application Due May 21, 2021 Tessa Cedar

	<p>learning and make the course content more relevant, engaging, and rigorous.</p> <ul style="list-style-type: none"> Identify key investigative phenomena or laboratory/learning experiences that align with the anchoring phenomena and key content for the course (if possible given the time frame and scope of the work). Implement updated curricular resources in their own classrooms in order to provide feedback and make additional revisions to components of the curriculum. 			
Contingent on Grant or Philanthropic Funding				
<p>Special Education Compliance Working Team</p> <p>Summer Position</p> <p>Contingent upon grant funding</p>	<ul style="list-style-type: none"> Collaborate with the admin/SOM in identifying students with disabilities during the summer enrollment process. Consult on the support for students with disabilities who are attending summer bridge or extended school year. Review and update IEPs to 	<ul style="list-style-type: none"> Review and update IEPs during five 6-hour days of summer planning <ul style="list-style-type: none"> June 2021 - July 2021 Consult with teachers to help implement accommodations/supports during summer programs (12 hours) 	<p>1 Special Education Teacher per school</p>	<ul style="list-style-type: none"> \$1,500 Application Due May 21, 2021 Susana Campo

	ensure compliance with schools program recommendation (i.e. AS).			
Special Education Co Teaching Advisor Summer Position with extension through school year Contingent upon grant funding	<ul style="list-style-type: none"> Develop Professional Development for General Ed. and Special Education teachers on best practices for implementation of a co-teaching model 	<ul style="list-style-type: none"> Participate in 5 six-hour days of summer planning <ul style="list-style-type: none"> June 2021 -July 2021 Preparation Meeting (2 meetings, 3 hrs per meeting) <ul style="list-style-type: none"> Dates will be co-determined during summer meeting Design a 1.5 HR workshop 2 times/year <ul style="list-style-type: none"> November 2021 and Feb 2021 (HS) November 2021 and Feb 2021 (MS) 	2 special ed teachers (1 MS and 1 HS) 2 general ed teachers (1 MS and 1 HS)	<ul style="list-style-type: none"> \$1500 Application Due May 21, 2021 Susana Campo
Curriculum Extension Contingent or grant/ philanthropy funding 2021-2022 School Year	<ul style="list-style-type: none"> Implementing a Curriculum Extension allows teachers to connect with an Industry Professional who can support in developing and implementing aspects of a teacher's unit. Collaborate with a subject specific Curriculum Specialist to develop a unit and lesson plans for a Curriculum Extension Unit Collaborate with an Industry 	Five additional hours of collaboration and planning Timing will be based on aligning scope and sequence with Industry Professional's area of expertise and availability Planning and collaboration can happen during prep or after school in concert with CS and Industry Professional schedule	Teachers with demonstrated effectiveness in the classroom will be invited to participate based on Industry Professional partnership and availability Interested teachers will submit answers to a short	<ul style="list-style-type: none"> \$35/hour Maximum of 5 paid hours for returning Curriculum Extensions and 10 paid hours for new Curriculum Extensions Julia Fisher <i>No application at this time</i> <i>PENDING</i>

	<p>Professional to determine how to best utilize their expertise and knowledge</p> <ul style="list-style-type: none"> Share unit and lesson plans for use in other Curriculum Extensions 		application question reviewed by the Innovation Team	
New Positions for 2021-2022				
Position	Responsibilities	Commitment	Selection Criteria	Stipend, Application Deadline & Contact
Green Dot's Instructional Technology Steering Committee	<ul style="list-style-type: none"> Implement Green Dot's Instructional Tech platforms in class and provide structured feedback on current or piloted Instructional Tech Analyze usage and perception data from stakeholders to inform Green Dot's current and future Instructional Technology ecosystem Help shape Green Dot's Five Year Instructional Technology Strategic Plan 	<ul style="list-style-type: none"> Attend five 2-hour after school Instructional Technology Steering Committee meetings per year <ul style="list-style-type: none"> June 2021 September, 2021 November, 2021 February, 2022 April, 2022 In collaboration with Green Dot's Instructional Technology Specialist, Steering Committee members may co-present segments during PD or co-create 2-3 short "how to" webinars for use in PD 	<p>4-6 teachers with a passion for implementing Instructional Technology in their classroom and a history of supporting staff with Instructional Tech implementation</p> <p>We are looking for a range of teacher subject, school and grade levels</p>	<p>\$350 for Steering Committee meetings + a maximum of 5 additional hours (\$35/hour) for co-developing short webinars or short PD segments with Green Dot's I.T. Specialist</p> <ul style="list-style-type: none"> Application Due May 21, 2021 Julia Fisher

Green Dot's Grading for Equity Steering Committee	<ul style="list-style-type: none"> ● Provide feedback on Green Dot's current Grading Policy and associated resources ● Help shape Green Dot's long-term strategic plan for moving towards a full Mastery Based Grading Policy ● Model the implementation of the Green Dot Grading Policy and optimize its vision of Grading for Equity. 	<ul style="list-style-type: none"> ● Attend five 2-hour after school Grading for Equity Steering Committee meetings per year <ul style="list-style-type: none"> ○ June 2021 ○ September, 2021 ○ November, 2021 ○ February, 2022 ○ April, 2022 	<p>6 teachers who demonstrate a commitment to Grading for Equity and have a conceptual and mathematical understanding of grading/grade-books</p> <p>Participants will be asked to read Grading for Equity by Joe Feldman</p>	<p>\$350 for Steering Committee meetings</p> <ul style="list-style-type: none"> ● Application Due May 21, 2021 ● Damon Hands
Counselor Advising Program Working Group 1 Summer Training Day + 2021-2022 School Year	<ul style="list-style-type: none"> ● Participate in the development of the scope and sequence and supporting tools to align counseling services under the three domains: academic, college/career, and social emotional development. Org-wide Tier 1 Action plan for all 6-12 students including all domains. ● Plan and facilitate Community of Practice sessions. ● Provide thoughtful and 	<ul style="list-style-type: none"> ● Attend one 3 -hour Retreat <ul style="list-style-type: none"> ○ July 2021 ● Attend five 90 minutes after-school planning sessions with CCPT <ul style="list-style-type: none"> ○ October 2021 ○ November 2021 ○ January 2022 ○ March 2022 ○ May 2022 ● Monthly research and feedback tasks (complete on your own time): 12 hrs (July and school year) ● Plan and facilitate 4 Community of Practice Sessions. (2/semester. 2 hours each) 	<p>4 counselors or teachers (2 Middle School and 2 High School)</p>	<ul style="list-style-type: none"> ● \$2,000 ● Application Due May 21, 2021 ● Janneth Johnson/Erika Viramontes

	detailed feedback through online and in person interactions for the Green Dot Counselor program			
Equity in Achievement Team Summer + 2021-2022 School Year	<ul style="list-style-type: none"> • Participate in full day training on culturally relevant teaching and pedagogy with external partner • Collaborate with peers and members of the curriculum team to apply learning from training to create resources for teachers that focus on increased academic achievement. Focus areas will be on <u>curriculum, pedagogical practices and stakeholder interactions</u>. • Engage in sharing products of the work across the organization (through professional development and other collaboration structures) 	<ul style="list-style-type: none"> • Attend one 8 hour training with external partner (June 14, 2021). • Participate in collaboration and planning by content area (led by Home Office Curriculum Team) for a total of 40 additional hours <ul style="list-style-type: none"> ○ Meeting dates and times will differ by content area but will include hours in the summer, after the June 14th training, and throughout the school year 	<ul style="list-style-type: none"> • ELA: 5 teachers • History: 5 teachers • Math: 3 teachers • Science: 3 teachers • Special Education: 3 teachers • VAPA: 1 teacher • Spanish: 1 teacher • PE: 1 teacher 	<ul style="list-style-type: none"> • \$2000 • Application Due May 21, 2021 • Leilani Abulon/Leona Matthews/Tessa Cedar/Dan Helenius/Susana Campo

Green Dot Electives Ambassador	<ul style="list-style-type: none"> • Work with GD Ed Team to coordinate and facilitate content-specific collaborations (COLLABORATION) • Curate content-specific resources, including quarterly newsletter and teacher-created resources . (RESOURCES, COMMUNICATION) • Serve as liaison between Home Office Ed Team and department teachers 	<ul style="list-style-type: none"> • Attend a 3 hour summer planning session to map out priorities for the year • Meet 2 times per quarter with Ed. Team members to consult on priorities and strategic plan for the department • Facilitate at least 2 org-wide department collaborations per semester (Dates pending school calendar) • Participate in 1.5-hour department listening session once per semester (COMMUNICATION) 	<ul style="list-style-type: none"> • 1 VAPA teacher, 1 Spanish teacher, 1 P.E. teacher • At least 2 years of Green Dot leadership experience or at the school site or org-wide level • Supplemental application. • Positive administrator recommendation • Interview with Ed. Team members 	<ul style="list-style-type: none"> • \$2000 • Application Due May 21, 2021 • Dan Helenius
Removed Positions for 2021-2022				
Counselor MTMDSS (Multi-Tier, Multi-Domain, System of Support) Task Force Summer Position	<ul style="list-style-type: none"> • Participate in the development of the scope and sequence and supporting tools to align counseling services under the three domains: academic, college/career, and social emotional development. 	<ul style="list-style-type: none"> • Participate in four 5-hour work sessions (9:30-2:30) • Monthly research and feedback tasks (complete on your own time): 10 hrs per month x 2 months (June and July) • June 17 - July 31 	<p>4 Counselors (2 Middle School and 2 High School)</p> <p>We are looking for counselors committed to developing supporting tools to propel student success in the academic, college/career, and social emotional</p>	<ul style="list-style-type: none"> • \$1200 • Application due March 21, 2020 • Janneth Johnson

			development domains.	
Summer Institute for Business & Leadership (SIBL) Teaching Team Summer + 2020-2021	<ul style="list-style-type: none"> Review Curriculum options and make recommendations Plan and align daily lesson plan that aligns to proposed curriculum and camp outcomes Teach SIBL curriculum during a two week summer camp Collaborate with Leadership and Life coordinator Administer pre and post surveys 	<ul style="list-style-type: none"> Participate in 4 training/ collaboration sessions (13 hours) <ul style="list-style-type: none"> TBD dates in Summer 2020 Teach and implement SIBL Curriculum over ten days (76 hours) <ul style="list-style-type: none"> TBD dates in Summer 2020 	2 Teachers	<ul style="list-style-type: none"> \$35 per hour Janneth Johnson Application due March 21, 2020
September AGDD Workshop Presenters 20-21 School Year	<ul style="list-style-type: none"> In collaboration with Curriculum Specialists, workshop presenters will be responsible for designing a 90 minute Workshop in one of these four topics: classroom management, instructional strategies, culturally responsive teaching, 	<ul style="list-style-type: none"> Attend one 2.5-hour PD development session (4:30-7:00) <ul style="list-style-type: none"> August 17th. Attend one 2.5-hour work session (4:30-7:00) <ul style="list-style-type: none"> August 24th Present workshop 2 times during the September AGDD 9/16 	<ul style="list-style-type: none"> 10 teachers Minimum 2 years experience Effectiveness rating of effective or higher 	<ul style="list-style-type: none"> \$300 Applications due March 21, 2020 Dan Helenius

	<p>classroom culture building</p> <ul style="list-style-type: none"> • Present the workshop two times during the September All Green Dot Day PD 			
<p>Spanish, PE, SpEd and VAPA, Professional Development Leaders (PDLs)</p> <p>All PDLs attend a 3 hour summer meeting + 2020-2021</p>	<ul style="list-style-type: none"> • Plan and facilitate 4 Collaboration Days for Green Dot teachers • All Green Dot Days <ul style="list-style-type: none"> ○ August 6, 2020 ○ September 16, 2020, ○ October 14, 2020 ○ March 17, 2021 	<ul style="list-style-type: none"> • New PDLs Attend one 3.5-hour PD Training on June 11th (12:30-4:00) • All Elective PDLs attend one 3-hour summer follow up meeting to prep for AGDD #1 (9:00-12:00). • Attend five 2.5-hour planning sessions after school from 4:30—7:00 <ul style="list-style-type: none"> ○ August 17th ○ August 31st ○ September 28th ○ January 25th ○ March 8th • Attend one 2.5-hour end of the year meeting (4:30-7:00) <ul style="list-style-type: none"> ○ April 26th 	<p>Spanish VAPA PE SpEd (specific positions TBD based on intent to returns from current PDLs)</p>	<ul style="list-style-type: none"> • \$3,250 • Application Due March 21, 2020 • Dan Helenius
<p>Composition Summer Working Team</p> <p>Summer Position</p>	<ul style="list-style-type: none"> • Contribute to the revision of Intro to Composition and Advanced Composition courses • Review Provided Research in advance 	<ul style="list-style-type: none"> • Participate in four 4- hour work sessions from 9:30-1:30 <ul style="list-style-type: none"> ○ Suggested: June- July 	<p>4 Teachers (experience as a Composition and/or ERWC teacher required)</p>	<ul style="list-style-type: none"> • \$500 • Applications due March 21, 2020 • Leona Matthews

	<ul style="list-style-type: none"> Curriculum Map Integrate released ERWC modules Assessments/ Projects/ Unit Resources 			
ELA Novel Unit Development Team Summer Position	<ul style="list-style-type: none"> Develop ELA Novel units for school site selected core ELA novels. Review provided research, novel planning frameworks, and models. Design units for school site selected novels that can be shared across other school sites 	<ul style="list-style-type: none"> Participate in four 4- hour work sessions from 9:30-1:30 <ul style="list-style-type: none"> Suggested: June- July 	6 Teachers	<ul style="list-style-type: none"> \$500 Applications due March 21, 2020 Leona Matthews

Appendix A

The following positions are Leadership Roles Hired by Green Dot but supported by external funding. These are not submitted for AMU consideration.

Master Teacher (REAL Teacher)	<ul style="list-style-type: none"> Design classroom experiences for residents 	<ul style="list-style-type: none"> Training: 52 hours 	<ul style="list-style-type: none"> Clear credential in math, 	<ul style="list-style-type: none"> Stipend: \$5000 Applications open in

Residency Program) School Year 2021-2022 (position starts in Spring)	<ul style="list-style-type: none"> • Provide ongoing feedback and engage in reflective dialogue with residents • Guide and support residents using Cognitive Coaching • Guide and support residency teachers during induction • Evaluate resident teachers for CSUDH program 	<ul style="list-style-type: none"> ○ During the school day, after school, summer and Saturdays ○ Dates are TBD • Attend 4 check-ins (2 per semester) during the school year • Master Teacher Evaluation • Observations and feedback from CSUDH staff on classroom practice and master teacher coaching 	<p>(foundational or full), science (any level), Spanish or English (or in-process of clearing credential)</p> <ul style="list-style-type: none"> • At least four years of classroom teaching experience • Highly Effective in the most recent year they were evaluated 	<p>January of preceding year</p> <ul style="list-style-type: none"> • Samantha Matamoros
Lab School Lead Teacher Summer 2021 Spring 2022	<ul style="list-style-type: none"> • Model highly effective classroom instruction • Facilitate candidates' experiences in the following areas: designing lessons, classroom instruction, classroom management, instructional strategies, integrating technology • Facilitate Professional Development • Maintain Records and Documentation: upload lesson plans), take attendance, maintain student portfolios, 	<ul style="list-style-type: none"> • Lab School Lead Teacher training - 8 - 12 hours • Lab School Lead teachers will be trained on Scope & Sequence of the Lab School, STEM integration, technology integration and curriculum for the Lab School • Training (TBD Collaboratively with Leads and University) <p>Summer 2021 -</p> <ul style="list-style-type: none"> ○ two 8-hour Saturday trainings in June <p>Spring 2022</p> <ul style="list-style-type: none"> ○ two 8-hour Saturday trainings in February and March 	<ul style="list-style-type: none"> • Clear credential (or in the process of clearing credential) for relevant subject areas • At least four years of classroom teaching experience • Effective in the most recent year they were evaluated 	<p>Stipend: \$50/hour</p> <p>Summer: Application Due May 2021</p> <p>Spring: Applications will be due in November 2021</p> <p>Samantha Matamoros</p>

	<p>submit supplies and materials requests list online, complete evaluation of candidates and program.</p> <ul style="list-style-type: none"> • Fully commit to scheduled dates for spring • Lesson plan with candidates • Mentor and support program candidates • Co-develop and submit project-based, interdisciplinary, unit of instruction with accompanied Lesson Plans. 			
Teacher Support Institute School Year 2021-2022	<ul style="list-style-type: none"> • Assist and consult with credentialing candidates, mentoring and facilitating coaching conversations • Suggest resources for credentialing candidates to use with students • Facilitate professional development • Collaborate and share lesson plans, unit plans, pacing guides 	<ul style="list-style-type: none"> • Teacher Support Institute Teacher training: 4 hours • Mentor teachers will be trained on Scope & Sequence of the program, Cognitive Coaching, Adult Learning Theory, Co-Teaching, Lesson Study, Project Based Learning, Evaluation and Technology 	<ul style="list-style-type: none"> • Clear credential in math, (foundational or full), science (any level), Spanish or English (or in-process of clearing credential) • Three years of teaching experience • Effective in the most recent year 	<ul style="list-style-type: none"> • Stipend: \$50/hour for each Saturday Session • Application due May 2021 • Mgr: Samantha Matamoros

	<p>and best practices with new teachers in person or via online collaboration tools</p> <ul style="list-style-type: none"> • Provide feedback on lesson design or instructional strategies to credentialing candidates. • Provide co-teaching and/or demo lessons that foster conceptual understanding and rigorous instruction during breakout sessions. 		<p>they were evaluated</p> <ul style="list-style-type: none"> • Positive principal recommendation 	
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APPENDIX E

JOB SHARE

APPLICATION FOR JOB SHARING PARTNERSHIP
DEADLINE: On or before January 15

Participant 1		Participant 2
_____ Name		_____ Name
_____ Current Assignment		_____ Current Assignment
_____ Percent of Desired Assignment		_____ Percent of Desired Assignment
_____ Desired Position		_____ Desired Position

Indicate briefly: (a) proposed sharing schedule; (b) division of duties; (c) potential benefit to students; (d) potential benefit to school; (e) participants' plan for employment with school & Green Dot beyond the current school year

I understand that in submitting this application, (a) I am agreeing to participate in the Job Sharing program for at least one year, (b) I will receive salary and benefits proportional to the percent of my assignment, (c) I am responsible for the balance of my insurance premiums if coverage is to be provided by the school, (d) the program will be evaluated prior to any decision regarding the continuance of the Job Share in the succeeding year.

_____ Signature of Participant #1	_____ Signature of Participant #2
 Approved:	
_____ Participating Principal	_____ Date
_____ Chief Talent Officer	_____ Date
_____ Chief Operating Officer	_____ Date

APPENDIX F

Memorandum of Understanding

Extension of Work Year

**MEMORANDUM OF UNDERSTANDING
BETWEEN
GREEN DOT PUBLIC SCHOOLS CALIFORNIA
AND
ASOCIACIÓN DE MAESTROS UNIDOS**

**REGARDING EXTENSION OF WORK YEAR TO ADD ONE (1)
ADDITIONAL PROFESSIONAL DEVELOPMENT DAY & RE-DESIGNATION
OF FOUR (4) INSTRUCTIONAL DAYS AS MINIMUM/PUPIL FREE DAYS
2021-2022**

June 1, 2021

This Memorandum of Understanding (“MOU”) between Green Dot Public Schools California (“GDPS”) and the Asociación de Maestros Unidos (“AMU,” referred to herein collectively with GDPS as the “Parties”) is to memorialize an agreement between the Parties regarding the addition of a professional development day and redesignation of four (4) instructional days as minimum/pupil free days for the 2021-2022 school year.

RECITALS

WHEREAS, the current contract between the parties contains a work year of one hundred ninety-three (193) days, one hundred eighty-three (183) of which shall be days of instruction, and ten (10) shall be pupil free days (new teachers may be required to attend an additional five (5) pupil free days); and

WHEREAS; the Parties have an established precedent that pupil free days are to be utilized for the purpose of professional development for staff development and learning; and

WHEREAS, the abrupt school closures in 2020 and the distance learning year of 2020-21 due to COVID-19 have seriously threatened the GDPS mission, causing unprecedented and alarming levels of student learning loss which has exacerbated already unacceptable opportunity gaps for students, especially in a disproportionate manner for large numbers of low-income, Black and Latinx students; and

WHEREAS, the Parties hereby reaffirm their commitment to supporting all staff to execute the GDPS mission effectively and efficiently.

NOW, THEREFORE, based upon the foregoing, the Parties hereby agree as follows:

AGREEMENT

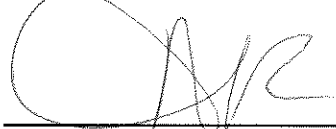
1. The Collective Bargaining Agreement between the Parties (effective through June 30, 2022) continues to apply in full force and effect, except as modified by this MOU during the 2021-2022 school year.
2. For the 2021-2022 school year, one (1) pupil free day will be added to the work year to be scheduled prior to the first day of instruction, but not earlier than Monday, August 2, 2021. This day has been planned by GDPS to support organization-wide professional development in collaboration with a third-party facilitator, "Overcoming Racism." Unit members will be compensated for this day at their per diem salary.
3. Four (4) of the instructional days shall be utilized as organization-wide minimum/pupil free days which shall be scheduled as All Green Dot Days by the Green Dot Calendar Committee during the 2021-22 school year under the following conditions:
 - a. Two (2) of these dates shall be designated for individual teacher preparation and planning.
 - b. Two (2) of these dates shall be designated for professional development.
4. This MOU shall not serve as a precedent in any manner and shall lapse unless extended in writing by the parties.

SIGNATURES:

The parties acknowledge and agree to the above terms including that it does not and will not serve as precedent in any manner.

AGREED:

SUBJECT TO FINAL RATIFICATION OF THE PARTIES:



AMU Representative



GDPS Representative

Date: 06/01/21

Date: 6/1/2021

APPENDIX G

2021-2022 Salary Schedule (194 Days)

2021-22 Salary Schedule

2021-2022 (194 Work Days)						
	Column					
Step	1	2	3	4	5	6
0	\$ 54,509	\$ 55,055	\$ 58,363	\$ 61,865	\$ 63,721	\$ 65,633
1	\$ 54,619	\$ 55,165	\$ 58,473	\$ 61,975	\$ 63,831	\$ 65,743
2	\$ 54,730	\$ 55,275	\$ 58,584	\$ 62,085	\$ 63,942	\$ 65,853
3	\$ 54,840	\$ 55,446	\$ 61,660	\$ 65,345	\$ 67,298	\$ 69,311
4	\$ 55,083	\$ 55,863	\$ 63,972	\$ 67,795	\$ 69,822	\$ 71,909
5			\$ 66,370	\$ 70,338	\$ 72,441	\$ 74,606
6			\$ 68,859	\$ 72,975	\$ 75,157	\$ 77,404
7			\$ 72,474	\$ 76,807	\$ 79,103	\$ 81,467
8			\$ 75,192	\$ 79,687	\$ 82,069	\$ 84,522
9			\$ 78,012	\$ 82,675	\$ 85,146	\$ 87,692
10			\$ 80,938	\$ 85,775	\$ 88,340	\$ 90,981
11			\$ 83,972	\$ 88,993	\$ 91,653	\$ 94,392
12			\$ 88,381	\$ 93,664	\$ 96,464	\$ 99,348
14						\$ 99,348
15						\$ 100,839
16						\$ 100,839
17						\$ 102,351
18						\$ 102,351
19						\$ 103,886

Column I	Bachelor's degree
Column II	Bachelor's degree, plus 15 semester units beyond B.A.
Column III	Valid subject area teaching credential
Column IV	Bachelor's degree, plus 45 semester units beyond B.A. including valid subject area teaching credential OR Master's degree w/ valid subject area teaching credential OR National Board certification w/ valid subject area teaching credential
Column V	Bachelor's degree, plus 60 semester units beyond B.A. including valid subject area teaching credential OR Master's Degree/National Board certification plus 15 units beyond Master's degree and valid area teaching credential
Column VI	Bachelor's degree, plus 75 semester units beyond B.A. including valid subject area teaching credential OR Master's degree/ National Board certification plus 30 units beyond Master's degree and valid subject area teaching credential

2021-22 Work Year

The work year for returning teachers and counselors is 194 days.

The work year for new teachers and counselors is 199 days.

Longevity Salary Step Increase

In lieu of a 3.75% annual step increase, teachers and counselors in years 4,8,13 will receive a 5.25% step adjustment

**Teaching credit will be given for teacher-of-record experience under a valid teaching credential/license in public and private schools, grades K-12. Credit for international teaching experience will be granted if international credential/license is proven to be equivalent to domestic credential/license. For teacher-of-record experience without a credential, one year of credit will be given for every two years of experience, up to five years total experience credit.*

APPENDIX H

Memorandum of Understanding

Counselor Caseload

**MEMORANDUM OF UNDERSTANDING
BETWEEN
GREEN DOT PUBLIC SCHOOLS CALIFORNIA
AND
ASOCIACIÓN DE MAESTROS UNIDOS**

REGARDING ARTICLE XV, "CLASS SIZE," COUNSELOR CASELOAD

June 1, 2021

This Memorandum of Understanding ("MOU") between Green Dot Public Schools California ("GDPS") and the Asociación de Maestros Unidos ("AMU," referred to herein collectively with GDPS as the "Parties") is to memorialize an agreement between the Parties regarding a one-time stipend for Counselors exceeding caseloads as defined in the collective bargaining agreement ("CBA") for the 2021-2022 school year.

RECITALS

WHEREAS, the abrupt school closures in 2020 and the distance learning year of 2020-21 due to COVID-19 have seriously threatened the GDPS mission, causing unprecedented and alarming levels of student learning loss which has exacerbated already unacceptable opportunity gaps for students, especially in a disproportionate manner for large numbers of low-income, Black and Latinx students;

WHEREAS, the need for social-emotional and mental health support increased during the COVID-19 pandemic and school counselors are critical in the assessment and support of students' return to on campus learning;

WHEREAS, the current Counselor caseloads are not to exceed 350 students at high school and 400 students at middle school; and

WHEREAS, the Parties hereby reaffirm their commitment to supporting all staff to execute the GDPS mission effectively and efficiently.

NOW, THEREFORE, based upon the foregoing, the Parties hereby agree as follows:

AGREEMENT

1. The Collective Bargaining Agreement between the Parties (effective through June 30, 2022) continues to apply in full force and effect, except as modified by this MOU during the 2021-2022 school year.
2. For the 2021-2022 school year, any Counselor exceeding the caseloads defined in Article XV of the CBA for twenty (20) consecutive school days shall receive the following:
 - Semester 1 Stipend: \$500.00 to be paid on December 25, 2021
 - Semester 2 Stipend: \$500.00 to be paid on June 25, 2022
3. This MOU shall not serve as a precedent in any manner and shall lapse unless extended in writing by the parties.

SIGNATURES:


The parties acknowledge and agree to the above terms including that it does not and will not serve as precedent in any manner.

AGREED:

SUBJECT TO FINAL RATIFICATION OF THE PARTIES:



AMU Representative



GDPS Representative

Date: 06/01/21

Date: 6/1/2021

APPENDIX I

Memorandum of Understanding

Coaching and Evaluation

**MEMORANDUM OF UNDERSTANDING
BETWEEN
GREEN DOT PUBLIC SCHOOLS CALIFORNIA
AND
ASOCIACIÓN DE MAESTROS UNIDOS**

**REGARDING COACHING AND EVALUATION OF UNIT MEMBERS
FOR SCHOOL YEARS 2021-2022 and 2022-2023**

June 1, 2021

This Memorandum of Understanding (“MOU”) between Green Dot Public Schools California (“GDPS”) and the Asociación de Maestros Unidos (“AMU,” referred to herein collectively with GDPS as the “Parties”) is to memorialize an agreement between the Parties regarding the evaluation of unit members for the 2021-2022 and 2022-2023 school years.

RECITALS

WHEREAS, the Parties have been implementing a College Ready Teaching Framework (“CRTF”) aligned multiple measure performance evaluation since 2012; and

WHEREAS, the Parties have historically used Ed Reflect (formally Bloomboard, formally Formative Learning) to implement the Observation element of the multiple measure evaluation; and

WHEREAS; due to numerous factors, in the Fall of 2021, GDPS provided all teachers who were currently being evaluated the option of continuing or moving into a “coaching year”; and

WHEREAS; the AMU/Management Evaluation Committee, made up of teachers, school leaders, and Home Office staff members, have recommended that the Parties adopt an interim evaluation system for the 2021-2022 and 2022-2023 school years that focuses on continuing to build the coaching relationship between school leaders and teachers while holding teachers accountable for student outcomes.

NOW, THEREFORE, based upon the foregoing, the Parties hereby agree as follows:

AGREEMENT

A. CONTINUED APPLICABILITY OF COLLECTIVE BARGAINING AGREEMENT

The Collective Bargaining Agreement, effective through June 30, 2022, (“CBA”) between the Parties continues to apply in full force and effect, except as modified by this MOU during the 2021-2022 and 2022-2023 school years.

B. THE INTERIM EVALUATION SYSTEM FOR TEACHERS

1. Platform

- a. During the 2021-2022 and 2022-2023 school years, GDPS will use Google docs to capture and store all evidence associated with the Alternative Evaluation System.

- b. GDPS shall use the “Observation and Coaching Document”, which is attached hereto and incorporated by reference herein as reflected in **Appendix “A”**, a running record Google Document, created in collaboration with the Evaluation Committee and Negotiation Committee to implement the Proposal.
 - i. The Observation and Coaching Document shall be shared with teachers in the first meeting and remain shared, with teachers having Comment access, for the duration of the year.

2. Observations

- a. All GDPS teachers will participate in four (4) twenty to thirty (20-30) minute observations (“Observations”) that shall occur throughout the course of the school year. Whenever possible, these Observations shall be spaced out to provide time for implementation of next steps and growth over time.
 - i. While three (3) of the Observations may be unscheduled, at least one (1) Observation will be scheduled at least ten working days in advance of its occurrence.
 - GDPS shall provide the teacher with scheduling options for observation times. When feasible, the administrator and teacher shall coordinate the time for this Observation.
 - ii. During each Observation, the administrator shall reduce to writing observations of classroom instruction, dialogue and activities related to all observable CRTF indicators (the “script” or “evidence”).
 - iii. Shortly after each Observation, the administrator shall share evidence with the teacher via the Observation and Coaching Document.
- b. Following each Observation, the administrator shall provide the teacher with one-on-one, in-person feedback that includes coaching on the evidence gathered during the Observation (the “Observation Debrief”).
 - i. Whenever possible, this Observation Debrief shall happen within five (5) working days of the Observation.
 - ii. While the administrator’s coaching will be centered on the CRTF, the administrator will not be rating indicators unless the evidence indicates that the teacher is not meeting the standard of an indicator, and if rated, would receive a score of one (1). If this is the case, a specific box in the Observation and Coaching document must be checked by the administrator and the administrator must detail both the evidence used to determine the rating and what coaching/next steps will be provided in order for the teacher to grow in their practice.
- c. If both the administrator and the teacher agree, any Observation following the first one can be preceded by or Debriefed using a Coaching Service. A list of Coaching Services is attached hereto and incorporated by reference herein as reflected in Appendix “B.”

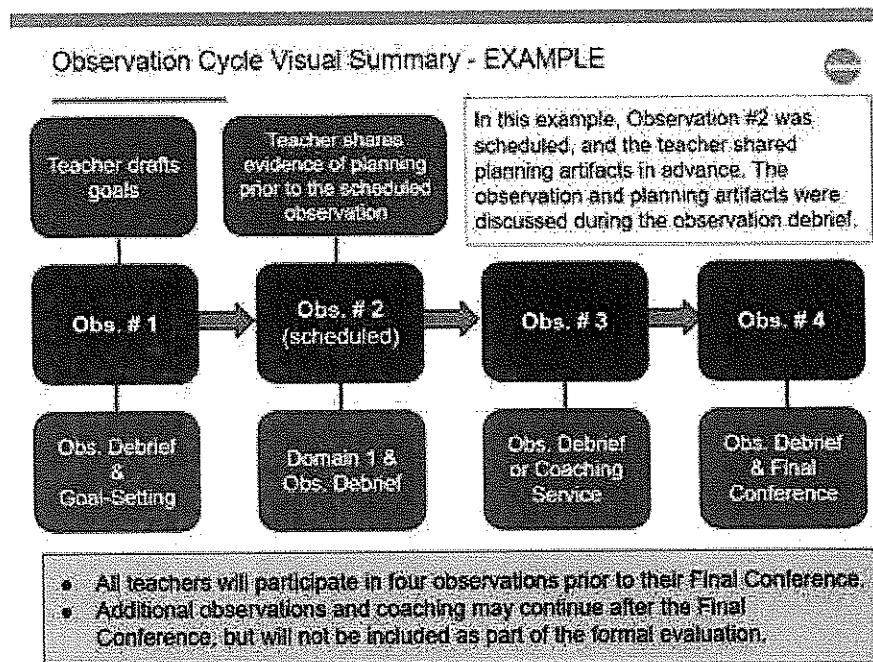
3. Goal Setting

- a. During the first Observation Debrief, the administrator and teacher shall establish two CRTF aligned goals for the year. The teacher is expected to come to the Observation Debrief having drafted measurable goals and the administrator and teacher shall finalize the language during the Observation Debrief.
 - i. The final goals will be entered into the Observation and Coaching document.
- b. Whenever possible, the administrator will capture evidence aligned to the goals and discuss this evidence during the Observation Debrief.

4. Evidence of Planning

- a. Prior to one scheduled Observation, teachers shall share evidence of lesson planning using student facing lesson materials or a GDPS lesson plan. A lesson plan template is attached hereto and incorporated by reference herein as reflected in Appendix "C."
- b. During the Observation Debrief, administrators will discuss both the planning materials and the scheduled Observation.
 - i. If the lesson that corresponds to the planning materials is not observed, the planning artifacts may be discussed during the next Observation Debrief.
 - ii. Below is an example of an individual teacher's Observation cycle.

In this example, Observation #2 was scheduled and the teacher submitted planning artifacts in advance. The Observation and planning artifacts were discussed during the Observation Debrief.



All teachers will participate in four observations prior to their Final Conference. Additional observations and coaching may continue after the Final

Conference. They will be recorded in the Observation and Coaching document but will not be included as part of the formal evaluation process. Additional debriefs after the Final Conference may include a video conference option if mutually agreed upon by the teacher and the administrator to address extenuating circumstances that do not allow for an in-person meeting.

5. Applicable Indicators

- a. Teachers and administrators will have access to Domains 1-3 of the 2019-2020 CRTF for coaching purposes. The list of eighteen applicable indicators is below. The CRTF is attached hereto and incorporated by reference herein as reflected in Appendix "D."

Domain 1	Domain 2	Domain 3
1.1A Scope and sequence 1.1B Data-driven planning 1.2A Selection of learning objectives 1.2B Measurability of learning objectives 1.3A Design and sequence of learning experiences 1.3B Creating cognitively engaging learning experiences for students	2.1A Interactions between teacher and students 2.2A Behavioral expectations and response to behavior 2.3A Routines, procedures and transitions	3.1A Communication of the learning objectives 3.2A Lesson structure 3.2B Cognitive level of student learning experiences 3.3A Questioning 3.3B Academic discourse 3.4A Checking for understanding and feedback

6. Final Conference and Final Designation

- a. The Final Conference shall occur concurrently with the fourth Observation Debrief. In advance of the Final Conference, the administrator will enter areas of strength and growth for Domains 1, 2 and 3 of the CRTF into the Observation and Coaching Document. During the Final Conference the administrator will discuss these areas of strength and growth with the teacher.
- b. During the Final Conference, the administrator will provide the teacher with a designation of "Meets Standard" or "Does Not Meet Standard".
 - i. The administrator shall not provide individual numerical ratings for indicators unless the evidence indicates that the teacher is not meeting the standard of an indicator, and if rated, would receive a score of one (1).
 - ii. Any teacher who earned a score of one (1) for five (5) or more indicators over the course of the four observations shall receive the designation "Does Not Meet Standard" in their Final Conference.
 - iii. In order to receive a Does Not Meet Standard designation in their Final Conference, a teacher will need to have received coaching on the five (5) specific indicators referenced above and still score a one (1) on these indicators.

1. A teacher in their first or second year of teaching at GDPS can only receive a Does Not Meet Standard designation for one of the indicators listed in the table below:

Domain 1	Domain 2	Domain 3
1.1A Scope and sequence 1.2A Selection of learning objectives 1.2B Measurability of learning objectives 1.3A Design and sequence of learning experiences 1.3B Creating cognitively engaging learning experiences for students	2.1A Interactions between teacher and students 2.2A Behavioral expectations and response to behavior 2.3A Routines, procedures and transitions	3.1A Communication of the learning objectives 3.2A Lesson structure 3.2B Cognitive level of student learning experiences 3.3A Questioning 3.3B Academic discourse 3.4A Checking for understanding and feedback

- c. After the Final Conference, the administrator will create a PDF of the Observation and Coaching document, share it with the teacher, request a signature and submit it to a folder maintained by GDPS. The PDF will be uploaded to Workday and accessible by teachers within three months.

7. Development Plan

- a. Only teachers with less than two (2) years of service with GDPS may be placed on a Development Plan after three (3) Observations and Debriefs that reveal two (2) or more indicators scoring a 1.0. During the Debrief, the administrator will review the evidence and provide a score of the indicators of concern.
 - i. Any Development Plan or Improvement Plan in place at the end of the 2020-2021 school year will continue in the 2021-2022 school year.

8. Off Year

- a. During an Off year, a teacher will still participate in a minimum of four Observations and in-person debriefs, set goals during the first Observation Debrief and participate in a Final Conference.
 - i. Teachers in an Off year need not have a scheduled observation, nor do they need to submit evidence of planning.
 - ii. Teachers in an Off year will not receive a designation of meets or does not meet standard during their Final Conference.
- b. Teachers who completed an evaluation cycle in the 2020-21 school year, and have met the criteria for an off year, as defined in the CBA, are eligible for an off year in the 2021-2022 school year.

9. Extenuating Circumstances

- a. Late Hires:
 - i. All teachers hired before March 1 shall receive a rating.

- ii. If a teacher is hired after March 1, they shall receive a minimum of two Observations and Debriefs but no rating.
- b. Leaves: If a teacher is on a leave in a manner that prohibits the completion of his/her evaluation, the teacher shall not receive a final designation for that school year. In this case, administrators shall still create a PDF of the progress made on the Observation and Coaching document to send to the teacher and submit to GDPS.
- c. If for any reason, the four (4) Observations and Debriefs are not completed prior to the end of the school year, the teacher will not receive final designations. In this case, administrators shall still create a PDF of the progress made on the Observation and Coaching document to send to the teacher and submit to GDPS.
- d. If a teacher's instructional context changes as a direct result of COVID and the teacher moves from one educational model to another (e.g. full In-Person to Hybrid or Hybrid to Distance Learning) the administrator shall provide the teacher with ten working days in the new format prior to conducting observations.
- e. Transfer Eligibility: All teachers are eligible to transfer between schools regardless of designation.
- f. Reduction in Force
Evaluation scores will be eliminated from the formula for RIF. The categories for RIF criteria will be updated as follows:
 - i. Teacher qualifications –Currently (40% weighting)
 - Changes to 60%weighting
 - ii. History of performance evaluations – Currently (30% weighting)
 - Changes to 0%weighting
 - iii. Expertise and relevant experience (30% weighting for the category)
 - Changes to 40% weighting
- g. Surveys: The 360 Survey will be paused during the 2021-2022 and 2022-2023 school years. Student and Family Surveys will be given annually.

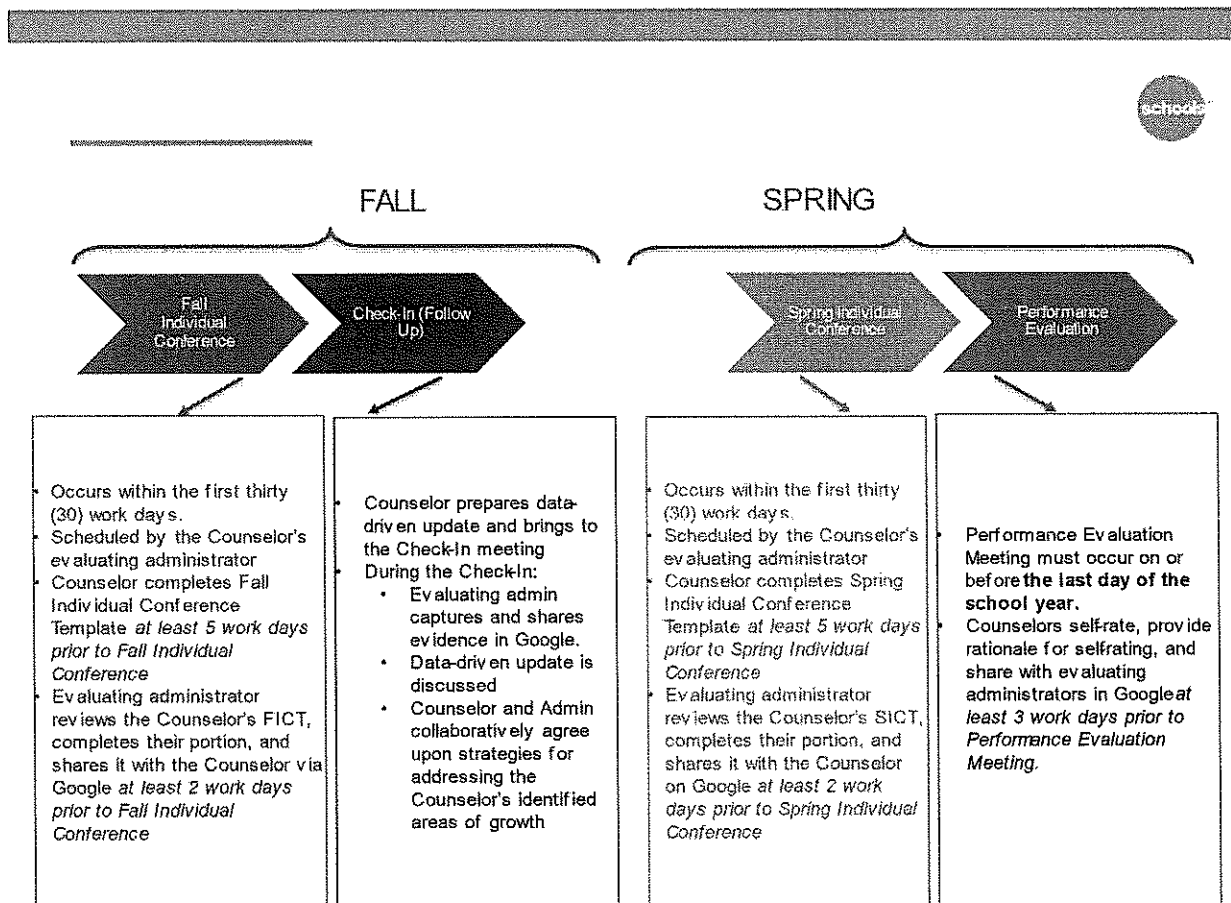
C. SPECIAL EDUCATION TEACHERS COMPLIANCE RATING

1. **Special Education teachers will continue to participate in Parent Surveys given throughout the year and an IEP Compliance review at the end of the year. The IEP Compliance review ratings will be input using a Google Form.**
 - a. Teachers will receive the data from the Parent Surveys and the IEP Compliance review ratings but they will not impact a teacher's designation in the final conference.

D. COUNSELOR PERFORMANCE EVALUATION SCHEDULE AND COUNSELOR GROUP PLACEMENT

1. Counselor Performance Evaluation Schedule

- a. For the 2021-2022 and 2022-2023 school years, counselor performance evaluations shall be conducted consistent with the schedule used during the 2020-2021 school year and described in the graphic inserted below.



2. Counselor Group Placement

- a. All counselors will be placed into one of two groups based upon years of service as a counselor at GDPS. These groups are described in the graphic inserted below.

Group	1	2
Counselors	<p>All counselors in their first, second or third year at GDPS</p> <p>OR</p> <p>A counselor in at least their fourth year at GDPS with the prior school year's Summative Score below a 3.0</p>	<p>All counselors in at least their fourth year at GDPS with the prior school year's Summative Score of 3.0 or above</p> <p>OR</p> <p>A counselor in at least their fourth year at GDPS that was awarded an OFF Year in the prior year.</p>

ON/OFF Years	ON Year only (ineligible for OFF Year)	ON Year if no Summative Score in prior year OFF Year if Summative Score of 3.0 or above in prior year
Evaluative Events	ON Year only – Summative Scores issued annually	OFF Year - no Summative Score (Coaching Year) ON Year – Summative Scores issued.

- i. Group status shall not change if the counselor does not receive a Summative Score for the current school year.
 - ii. A counselor in Group 2 during the prior school year will remain in Group 2 unless their Summative Score falls below a 3.0 during an ON Year. If a Group 2 counselor's Summative Score falls below a 3.0, they will be placed in Group 1 for the following year.
 - iii. Any counselor who is returning to a counseling position (after leaving the organization or leaving the counseling position) will be placed in Group 1.
 - iv. During an OFF Year, the counselor and their administrator will have four formal meetings. An individual conference is held in the fall, followed by three Check-Ins, one in the fall and two more in the spring. These four formal meetings do not replace informal meetings between administrators and counselors, including the bi-weekly informal meeting/coaching cadence established at many schools.
3. **Transfer Eligibility:** All counselors are eligible to transfer between schools regardless of designation.
 4. For any provisions of the counselor performance evaluation process not addressed in this MOU, all other existing language in the CBA governs and will be utilized.

E. NO PRECEDENT

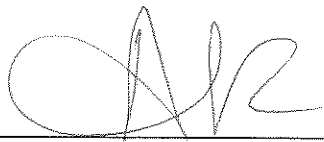
This MOU shall not serve as a precedent in any manner, and shall lapse unless extended in writing by the parties. In the event material issues arise concerning the terms of this MOU, the parties agree to discuss such issues in good faith in an attempt to bring about immediate resolution.

SIGNATURES:

The parties acknowledge and agree to the above terms including that it does not and will not serve as precedent in any manner.

AGREED:

SUBJECT TO FINAL RATIFICATION OF THE PARTIES:



AMU Representative

Date: 06/01/21



GDPSC Representative

Date: 6/1/2021

Appendix A

Teacher:
Observer:
Course(s):

Observation #1 & Goal-Setting	
OBSERVATION SCRIPT/NOTES:	
Date:	Period: 2
Standard(s): <i>HSF-IF.B.4</i> <i>For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i>	
Objective(s): <i>Students will identify two features of the graph of a quadratic, the vertex and the line of symmetry, and will explain how the x-coordinate of the vertex relates to the line of symmetry.</i>	
Language Criteria for Success: <i>Students will use a complete sentence to describe their selected method for determining the vertex, using the key words "x-coordinate," "axis of symmetry," and/or "middle point" and in the frame "To find the vertex, I _____ and then _____" or similar.</i>	
10:41 T: 1.5 min to write this down. Qs in the chat box. This is the vertex. Ver-tex. Nearpod: max/min graphs T: can anyone say? Brandon: (unmutes) vertex T: Raise hand icon if you need more time to copy. T: Ashley, can you read definition outloud for axis of symmetry? A: axis of symmetry ...splits quadratic in half T (annotates notes) What is an axis? Brandon (unmutes): Does it cross through the middle of the line? T: (records S definition) like fruit ninja. Write down your definition, include visual for yourself. Axis of symmetry is x coordinate. Vertex is these black dots I'm drawing here. 10:49 T: What is my X-coordinate here? T: A, you gave me x coordinate for the next one, love it. Which is x value? I've got A's response in the chat, Maria's response. 5 more seconds. If you know, in the chat box. 5-4-3-2-1. This one, x=5 is our axis of symmetry. Can anyone give me the x,y pair for this red parabola? Type in chat. I've got ashley, brandon, S(unmutes): 0,0. T: X coordinate? S: zero to the left T: What is ...? S: X=0 10:52 T: Mini quiz on the next slide to see how well you understood our vocab so far. 45 seconds. If you're finished, my challenge to you is find axis of symmetry for this last quadratic. When you have answer type it in the chat. Everybody else, 30 seconds to finish copying down these notes., Brandon: I put...X=4 10:53 T: Hop onto NP. I see 12 students. Allan and Adan, Fernando, Kayla, make sure hop on NP. I don't see you. Nice, you're doing well on this quiz. _ _ let me know if I can help you with anything. T: (reviews S answers, multiple choice, T illustrates using drawing tool. T: One more concept to review. Vertex in math is our middle point. How to find vertex if we don't have graph. Where is our vertex? Thank you Jocelyn. 1st is at, second is at...how do I find the middle? S: Use line of symmetry? T: How do we figure out where to draw the line? How can we solve for middle number? WHat was our middle number called? S: median T: Models listing numbers to find median. That could get confusing. Other way of finding the middle? 10:56	

Observation & Coaching Documentation

DEBRIEF NOTES:	
Strengths	Growth Areas
Describe areas of strength observed and note leveraged indicator(s).	Describe areas for growth and note leveraged indicator(s). <i>Include evidence of "Does Not Meet Standard", if applicable.</i>
<ul style="list-style-type: none"> - Directions for "What to Do", modeling "What to Do" using visuals, narrating time limits, and positive narration to encourage Ss to remain on task (2.2A, 2.3A) - Questioning to CFU and highlighting student responses to provide feedback (3.4A) 	<ul style="list-style-type: none"> - Practice 'ramping up' the rigor of questions using Stretch-it to push students to justify the math (3.3A, 3.2B) - Create a routine to engage a wider range of students during questioning, such as Cold Call with a focus on unbundling questions to reach more students (3.3A)
Next Step(s): Describe 1-2 bite-sized action steps to implement in the next 2-3 weeks.	
<ul style="list-style-type: none"> • Implement unbundled Cold Call questions using the questions we scripted today • Use attendance sheet to track data on which students are called on and speak in class for the next week 	
Administrators Only: Fill out this box and discuss with the teacher if there is evidence that the teacher is Not Meeting Standard for any indicator.	
<input type="checkbox"/> Evidence for _____ does not yet meet standard	
<ul style="list-style-type: none"> • The following coaching support(s) will be provided to support teacher growth in this indicator: _____ • The following next step(s) will be taken in order for the teacher to demonstrate progress by: _____ 	

Goal-Setting	
CRTF-Aligned Goal(s): Set 2 instructional goal(s) for the year.	Leveraged CRTF Indicator(s): Which CRTF indicator(s) are your goals related to?
Increase the efficacy of CFUs by questioning a wider range of students through more consistent use of unbundled Cold Call questions	3.3A - Questioning 3.4A - Checking for Understanding and Feedback
Engage students in more rigorous questioning by scripting follow-up questions that increase DOK (in advance)	3.3A - Questioning 3.2B - Cognitive Engagement

Observation #2 and Debrief or Coaching Service	
OBSERVATION SCRIPT/NOTES:	
Date:	Period: 3
Standard(s): HSA-SSE.A.1, HSF-LE.A.2, HSF-LE.B.5 Objective(s): I understand how to calculate values that are changing exponentially Language Criteria: I can perform arithmetic with rational exponents. I will justify my answer by using the words squared and cubed roots	
T: Reviewing Grade reflection data, S comments on areas of improvement and glows 11:40 Materials prep: Desmos and notes organizer slides T: (Reviews exponential functions basics from last lesson) Look back at this slide if you need CFU (Nearpod): Growth or decay function? T narrates responses coming in, re-reads question, narrates time remaining. "Waiting on two more responses. 10 Oseconds remaimining." - Displays S responses (All Ss participated) - Cold Calls S to explain answer. Video and Guided Practice - how to write and evaluate an exponential function T: Eyes on my Zoom screen. - T Think-aloud word problem annotation S: answer open-ended Q on NP - T models expectations for open-ended answer on shared screen T: If you're struggling, work on filling in the first part. I'm seeing people telling me what A, B and X now. Most of you on the right track. NP multiple choice: What is the first step in solving... T: Anonymous correction: If you are one of two people who didn't answer... Practice problem 1 (Modeling) T: Modeling color-coded annotation of word problem 1. Write exponential function 2. Evaluate function 3. Does fxn represent growth or decay? Explain T: think-aloud and models on Desmos and Drawit Practice Problem 2 T: You try on your own. Nice job, __, __ getting started. Darlene: (chat) Ms the weather is nice today. T: Darlene, what did you write for A? S: I didn;t really understand T: Yours was right, that's why I'm asking you. T: Jamal: What was my B value S: (unmutes) 1/10 T: Gladys, how many...? S (unmutes): 20 T: Few minutes to fill in equations, then we'll check-in on that. T: __, __ please let me know if you are having issues on your Nearpod so I can help you out. 12:10	
DEBRIEF and/or COACHING SERVICE NOTES:	
Notes/Resources: <ul style="list-style-type: none"> DOK Levels & Questioning 	
<p style="text-align: center;">Strengths</p> <p>Describe areas of strength observed and note leveraged indicator(s).</p>	<p style="text-align: center;">Growth Areas</p> <p>Describe areas for growth and note leveraged indicator(s). <i>Include evidence of "Does Not Meet Standard", if applicable</i></p>

Observation & Coaching Documentation

<ul style="list-style-type: none"> - Use of Cold Call (3.3A) - Strong structures - students are familiar with tech - nearpod, desmos. Easy and fast solutions if Nearpod isn't working (2.3A) - Normalizes not being sure - but encourages students to continue to try (2.1A/B) - Gradual release of responsibility is clear (3.2A) <ul style="list-style-type: none"> ● Review of prior knowledge, clear modeling with visual annotations and think-aloud. ● Opportunities for Ss to practice problems in manageable steps - Frequent CFUs using multiple choice and drawit, immediate feedback using S responses (3.4A) 	<ul style="list-style-type: none"> - Balancing T-talk and S-talk: what structured opportunities are provided for students to speak math? (per Lang Criteria for Success) (3.2B, 3.3B) - Continue to leverage Stretch It questions in order to push students to justify the math using key vocabulary of the discipline. (3.3A, 3.3B)
<p>Next Step(s): Describe 1-2 bite-sized action steps to implement in the next 2-3 weeks.</p>	
<p>For next session: Co-planning Coaching Service. Come with an upcoming lesson and mastery response. We will dig into planning more rigorous questions to set Ss up for success during discussions and on the proving behavior.</p>	
<p>Administrators Only: Fill out this box and discuss with the teacher if there is evidence that the teacher is Not Meeting Standard for any indicator.</p> <p><input type="checkbox"/> Evidence for _____ does not yet meet standard</p> <ul style="list-style-type: none"> ● The following coaching support(s) will be provided to support teacher growth in this indicator: _____ ● The following next step(s) will be taken in order for the teacher to demonstrate progress by: _____ 	

Observation #4 and Debrief or Coaching Service	
OBSERVATION SCRIPT/NOTES:	
Date: Standard(s): Objective(s): Language Criteria:	Period:
DEBRIEF and/or COACHING SERVICE NOTES:	
Notes/Resources:	
Strengths Describe areas of strength observed and note leveraged indicator(s).	Growth Areas Describe areas for growth and note leveraged indicator(s). <i>Include evidence of "Does Not Meet Standard", if applicable</i>
Next Step(s): Describe 1-2 bite-sized action steps to implement in the next 2-3 weeks.	
Administrators Only: Fill out this box and discuss with the teacher if there is evidence that the teacher is Not Meeting Standard for any indicator. <input type="checkbox"/> Evidence for _____ does not yet meet standard <ul style="list-style-type: none"> The following coaching support(s) will be provided to support teacher growth in this indicator: _____ The following next step(s) will be taken in order for the teacher to demonstrate progress by: _____ 	

Observation #3 and Debrief or Coaching Service	
OBSERVATION SCRIPT/NOTES:	
<p>Date: _____ Period: _____</p> <p>Standard(s): _____</p> <p>Objective(s): _____</p> <p>Language Criteria: _____</p>	
DEBRIEF and/or COACHING SERVICE NOTES:	
Notes/Resources:	
<p>Strengths</p> <p>Describe areas of strength observed and note leveraged indicator(s).</p>	<p>Growth Areas</p> <p>Describe areas for growth and note leveraged indicator(s). <i>Include evidence of "Does Not Meet Standard", if applicable</i></p>
Next Step(s): Describe 1-2 bite-sized action steps to implement in the next 2-3 weeks.	
<p>Administrators Only: Fill out this box and discuss with the teacher if there is evidence that the teacher is Not Meeting Standard for any indicator.</p> <p><input type="checkbox"/> Evidence for _____ does not yet meet standard</p> <ul style="list-style-type: none"> The following coaching support(s) will be provided to support teacher growth in this indicator: _____ The following next step(s) will be taken in order for the teacher to demonstrate progress by: _____ 	

Final Conference

Teacher Reflection	
CRTF-Aligned Goal(s): Paste the instructional goal(s) you set for the year.	
<ul style="list-style-type: none"> - Increase the efficacy of CFUs by questioning a wider range of students through more consistent use of unbundled Cold Call questions - Engage students in more rigorous questioning by scripting follow-up questions that increase DOK (in advance) 	
Reflection:	
What progress have you made toward attaining your goal(s)? Site specific evidence.	

Summary of Feedback by Domain		
CRTF DOMAIN	Strengths Describe 1-2 areas of strength related to each Domain. Note leveraged indicator(s) in each Domain.	Progress & Growth Areas Describe 1-2 areas of growth related to each Domain. Note leveraged indicator(s) in each Domain.
DOMAIN 1: Data-Driven Planning and Assessing Student Learning	<ul style="list-style-type: none"> - Student-facing lesson materials are sequenced to allow for appropriate release of responsibility, with ample modeling and opportunities for students to practice (1.3A) - Teacher plans daily objectives, proving behaviors, and language criteria for success that are standards aligned (1.2A) 	<ul style="list-style-type: none"> - Continue to practice backwards planning using mastery responses in order to identify key driving questions and pre-plan questions that ramp up in rigor. (1.3B)
DOMAIN 2: The Classroom Learning Environment	<ul style="list-style-type: none"> - Clear routines and directions for learning experiences, including consistent implementation of What to Do, modeling, and positive narration. (2.3A) - Positive interactions with students including the use of Growth Mindset language/feedback and normalizing error (2.1A, 2.1B) 	<ul style="list-style-type: none"> - Continue to encourage productive struggle through use of affirming language and consider ways to teach students to encourage one another when the work gets hard. (2.1B)
DOMAIN 3: Instruction	<ul style="list-style-type: none"> - Checks for understanding through frequent questioning and use of Desmos and Nearpod to guide appropriate release for responsibility 	<ul style="list-style-type: none"> - Teacher has implemented a Cold Call routine that focuses on unbundling key questions that increase in rigor. (3.3A) - Consider how scaffolds can be released over time for students who are ready, and targeted scaffolds are provided for subgroups of students who continue to need them for discussion. (3.3A, 3.2B)

Classroom Observation Measure: Coaching Service



PURPOSE		TIMING	
Coaching Service <ul style="list-style-type: none">• The informal observation and debrief may be replaced by an optional administrator offered Coaching Service (list below).• The Coaching Services that admin can provide are optional and were designed to mirror the highly successful growth opportunities provided by Green Dot’s Curriculum Specialists.• The Coaching Service and aligned observations are not meant to be evaluative and can only replace Informal Observations		Coaching Service <ul style="list-style-type: none">• Require an in-person meeting (30-45 minutes) and an observation (15-30 minutes).• Depending on the service, the planning meeting may proceed or follow the observation• Completion of a full “coaching service” (observation and in-person meeting) will take the place of an informal observation/debrief.	
APPLICABLE CRTF INDICATORS			
Domain 1: Data-Driven Planning and Assessing Student Learning		Domain 2: The Classroom Learning Environment	Domain 3: Instruction
COACHING SERVICE			
Administrator Responsibilities		Teacher Responsibilities	
<ol style="list-style-type: none">1. The evaluating administrator may offer to substitute an informal observation and debrief with a coaching service.2. If the teacher is interested in pursuing the coaching service, the administrator would schedule it at a time that is mutually agreed upon.3. The coaching service would include an observation and an in-person meeting4. As scheduled planning sessions may require additional prep-time for teachers, make every effort to keep these meetings5. Be open to observe the teacher implementing the practice you have discussed and utilize this observation as an Informal Observation/Debrief opportunity		<ol style="list-style-type: none">1. Be open to Coaching Services as an expanded opportunity to develop your practice2. Prepare any pre-work required to have a successful meeting (bring relevant unit plans, lesson plans, proving behaviors, classroom data)3. As scheduled planning sessions require additional planning on the administrator’s part, make every effort to keep scheduled meetings.	

Coaching Service	Description
Data Analysis	Admin and teacher gather student data to analyze for areas of improvement Admin and teacher agree upon action steps for those areas
Co-Planning	Admin & coach co-create a lesson focusing on specific measurable outcomes May focus on one or more parts of the lesson, intro warm up, modeling, questioning, formative assessment, etc. Ideally, the lesson that is co-planned will be observed (as an Informal, not an Unscheduled or Scheduled Observation) followed by a debrief to discuss actionable data
Role Play	Admin takes on the role of the teacher or student and acts out scenarios to practice strategies such as questioning, redirecting behavior, positive reinforcement Useful for developing student-teacher interactions
Video Analysis	Admin videotapes the teacher in real time or rehearsing a set of directions or part of the lesson, critiques their performance with the admin as guide and continues to practice Admin brings a video of an effective lesson or strategy. Admin and teacher debrief the video together and create an action plan
Guided Peer Observation	Admin and teacher agree to co-observe another teacher demonstrating a strategy or routine that the teacher is trying to improve upon.

Appendix C

Green Dot Public Schools Lesson Plan Template 2019-2020



Teacher Name _____ Subject _____ Grade Level(s) _____ Date _____

Scope and Sequence (1.1a): <ul style="list-style-type: none"> Describe the content/skills assessed in the summative assessment. Where does this lesson fall in the scope and sequence of your current unit/curriculum? How does this lesson build upon previous and towards future lessons? How do the skills and content of this lesson prepare students for the summative assessment of this unit?
Data-Driven Planning (1.1b): <ul style="list-style-type: none"> What specific data(qualitative/quantitative) have you used to define and determine the needs of subgroups or individual students? How has this data informed instructional strategies to meet the needs of subgroups?

Content Standards and/or Common Core Standards (1.2a): <ul style="list-style-type: none"> ELD Standard (to be included but not evaluated for 19-20)
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Objective Aligned to Standard(s) (1.2a): Content (nouns), level of cognition (verbs), proving behavior (measurement)
<ul style="list-style-type: none"> Language Criteria for Success (to be included but not evaluated for 19-20)

Proving Behavior (1.2b): The proving behavior should provide the teacher with specific data that reveals the degree of independent mastery for each student.
<ul style="list-style-type: none"> What specific criteria (quantitative and/or qualitative) will you use to measure students' independent mastery of the objective?

Lesson Structure (1.3a) and Cognitive Engagement (1.3B): Lesson structure is sequenced and timed to promote cognitively engaging learning experiences and enable all students to demonstrate independent mastery through appropriate release of responsibility.

Key Vocabulary	Do Now (min): 5-10 minute opening routine students can do independently that may aim to build a specific skill (e.g., grammar, mental math), practice/review content material, or activate prerequisite knowledge.
	Anticipatory Set (min): A "hook" that introduces new material by relating students' experiences to the objective(s) of the lesson, activating prior knowledge, or developing engagement/curiosity to focus students' attention on the lesson.

	Student Action	Teacher Action
Chunk 1: Time Allotment (min): Level of Cognition: <input type="checkbox"/> Knowledge <input type="checkbox"/> Comprehension <input type="checkbox"/> Application <input type="checkbox"/> Analysis <input type="checkbox"/> Synthesis <input type="checkbox"/> Evaluation Depth of Knowledge: <input type="checkbox"/> Level I: Recall <input type="checkbox"/> Level II: Skill/Concept <input type="checkbox"/> Level III: Strategic Thinking <input type="checkbox"/> Level IV: Extended Thinking	<ul style="list-style-type: none"> Scaffolds for subgroups – 	

Chunk 2: Time Allotment (min): Level of Cognition: <input type="checkbox"/> Knowledge <input type="checkbox"/> Comprehension <input type="checkbox"/> Application <input type="checkbox"/> Analysis <input type="checkbox"/> Synthesis <input type="checkbox"/> Evaluation Depth of Knowledge: <input type="checkbox"/> Level I: Recall <input type="checkbox"/> Level II: Skill/Concept <input type="checkbox"/> Level III: Strategic Thinking <input type="checkbox"/> Level IV: Extended Thinking	• Scaffolds for subgroups –	
Chunk 3: Time Allotment (min): Level of Cognition: <input type="checkbox"/> Knowledge <input type="checkbox"/> Comprehension <input type="checkbox"/> Application <input type="checkbox"/> Analysis <input type="checkbox"/> Synthesis <input type="checkbox"/> Evaluation Depth of Knowledge: <input type="checkbox"/> Level I: Recall <input type="checkbox"/> Level II: Skill/Concept <input type="checkbox"/> Level III: Strategic Thinking <input type="checkbox"/> Level IV: Extended Thinking	• Scaffolds for subgroups –	
Proving Behavior: Time Allotment (min): <ul style="list-style-type: none"> Measures independent mastery of the objective. Provides specific data that reveals where re-teaching may be needed for next lesson 		
Closure: Time Allotment (min): <ul style="list-style-type: none"> Final self-monitoring Summary/reflection on the objective Reflecting on prior and future learning 		

Appendix D

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COLLEGE-READY TEACHING	
DOMAIN 1: Data-Driven Planning and Assessing Student Learning	
Domain 1: Domain 1 Essential Questions: How does the teacher plan a rigorous standards-aligned lesson that is driven by data to create opportunities and supports for ALL students? How will the teacher's sequence of learning experiences/lessons move students from dependent to independent learning and mastery of the standards?	
Standards	Indicators
1.1 Backwards Design	A) Scope and Sequence
	B) Data-Driven Planning
1.2 Establish and measure standards-based learning objectives for instructional plans	A) Selection of learning objectives
	B) Measurability of learning objectives
1.3 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Designing and sequencing of learning experiences
	B) Creating cognitively engaging learning experiences for students
DOMAIN 2: The Classroom Learning Environment	
Domain 2 Essential Questions: How does the teacher work to create a learning partnership where students and teachers work together in order to master rigorous content standards? How does the teacher create an environment that is physically, emotionally, and socially safe enough for students to take academic risks?	
2.1 Culture of learning	A) Interactions between teacher and students
	B) Academic Persistence
2.2 Manage student behavior	A) Behavioral expectations and response to behavior
2.3 Use smooth and efficient transitions, routines, and procedures	A) Routines, procedures, and transitions
DOMAIN 3: Instruction	
Domain 3 Essential Question: How does the teacher facilitate the lesson structure to allow students to carry the cognitive load and engage in rigorous, standards-aligned learning experiences throughout the lesson?	
3.1 Communicate learning objectives to students	A) Communication of the learning objectives of the lesson
	B) Criteria for success
3.2 Facilitates Instruction	A) Lesson Structure

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	B) Cognitive level of student learning experiences
DOMAIN 3: Instruction	
3.3 Implementation of instructional strategies	A) Questioning
	B) Academic discourse
	C) Group structures
3.4 Monitoring student learning during instruction	A) Checking for understanding and feedback

CONTRIBUTIONS TO SCHOOL COMMUNITY AND FAMILIES	
DOMAIN 4: Developing Professional Practice	
Domain 4 Essential Questions:	
How does the teacher engage in the reflection process? How does the teacher engage in the professional learning community? How does the teacher exhibit Green Dot core values?	
4.1 Engage in critical reflection and revision to increase effectiveness	A) Lesson Reflection
	B) Use in future planning
4.2 Engage in collaborative relationships with peers	A) Participation in a professional community
	B) Participation in the school community
4.3 Exhibiting and upholding the Green Dot Core Values	A) Unwavering belief in all student's potential
	B) Passion for excellence
	C) Personal Responsibility
	D) Respect for others and community
	E) All stakeholders critical to process
DOMAIN 5: Developing Partnerships with Family and Community	
5.1 Develop two-way communication with families about student learning and achievement	A) Initiation of meaningful communication
	B) Responsiveness to parent inquiries and communication
	C) Inclusion of the family as a partner in learning decisions
5.2 Help students leverage resources in their community that support their success in college and beyond	A) Goal setting and advocacy
	B) Knowledge or use of community resources

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Standard	Indicators	Does Not Meet Standard Level I	Partially Meets Standard Level II	Meets Standard Level III	Exemplifies Standard Level IV
1.1 Backwards Design	1.1A Scope and Sequence	The teacher articulates where the lesson falls in the scope and sequence of the unit/curriculum but does not explain how the lesson builds upon previous and towards future lessons in the unit. AND Teacher does not explain how the skills and content of the lesson prepare students for the upcoming summative assessment.	The teacher articulates where the lesson falls in the scope and sequence of the unit/curriculum and explains how the lesson builds upon previous or towards future lessons in the unit. OR Teacher does not explain how the skills and content of the lesson prepare students for the upcoming summative assessment.	The teacher articulates where the lesson falls in the scope and sequence of the unit/curriculum and explains how the lesson builds upon previous and towards future lessons in the unit. AND Teacher explains how the skills and content of the lesson prepare students for the upcoming summative assessment.	<i>All of level 3 and...</i> The teacher articulates how the lesson reinforces or extends specific interdisciplinary (outside of the department) skills or content. OR The teacher articulates how the lesson builds skills necessary for vertical alignment to subsequent grade levels.
	1.1B Data Driven Planning	The teacher does not cite data to define subgroups. OR The teacher does not include instructional strategies used to meet the needs of subgroups.	The teacher cites data to define subgroups and justify specific instructional strategies used to meet the needs of subgroups, but the data is vague. OR The teacher cites specific data to define subgroups and includes instructional strategies to meet the needs of subgroups but does not draw a clear connection between the strategies and data.	The teacher cites specific and relevant data to define subgroups and justifies specific instructional strategies used to meet the needs of subgroups by drawing a clear connection between data and strategies.	<i>All of level 3 and...</i> The teacher cites current and relevant data to identify knowledge/skill gaps, and designs additional and concurrent instruction to remediate for subgroups or individual students
1.2 Establish and measure standards-based learning objectives for instructional plans	1.2A Selection of learning objectives	Learning objective(s) is missing a specific level of cognition or content. AND Learning objective(s) is misaligned with progress toward mastery of grade level content standards.	Learning objective(s) is missing either a specific level of cognition or content. OR Learning objective(s) is misaligned with progress toward mastery of grade level content standards.	Learning objective(s) includes both a specific level of cognition and content. AND Learning objective(s) is aligned to and progresses toward mastery of grade-level standards (content, CCSS, ELD)	<i>All of level 3 and...</i> Teacher creates an additional objective to meet the needs of subgroups or individual students that aligns to corresponding learning experience(s).
	1.2B Measurability of learning objective(s)	Proving behavior does not measure the independent mastery of the learning objective(s).	Proving behavior measures the independent mastery of the learning objective(s). AND Proving behavior includes general criteria (quantitative or qualitative) for measuring success.	Proving behavior measures the independent mastery of the learning objective(s). AND Proving behavior includes specific criteria (quantitative or qualitative) for measuring success.	<i>All of level 3 and...</i> Proving behavior(s) includes opportunity for student choice of outputs. OR Proving behaviors measure

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					<p>mastery of learning objective(s) through multiple methods. OR Teacher creates a second proving behavior aligned to mastery of the additional subgroup objective.</p>
<p>1.3 Organize instructional plans to promote standards-based, cognitively engaging learning for students</p>	<p>1.3A Design and sequence of learning experiences</p>	<p>The lesson sequence inappropriately releases responsibility to move students toward independent mastery of the learning objective. AND The timing of learning experiences inconsistently maintains pacing that maximizes instructional time.</p>	<p>The lesson sequence inappropriately releases responsibility to move students toward independent mastery of the learning objective. OR The timing of learning experiences inconsistently maintains pacing that maximizes instructional time.</p>	<p>The lesson sequence appropriately releases responsibility to move all students toward independent mastery of the learning objective. AND The timing of learning experiences maintains appropriate pacing that maximizes instructional time throughout the lesson.</p>	<p><i>All of level 3 and...</i> The teacher designs a lesson sequence that includes additional and concurrent instruction to remediate for or advance subgroups or individual students.</p>
	<p>1.3B Creating cognitively engaging learning experiences for students</p>	<p>Learning experiences are not cognitively engaging OR The rigor of the learning tasks do not enable students to progress toward mastery of grade-level standards.</p>	<p>Some learning experiences are cognitively engaging for all students OR Learning experiences are cognitively engaging for some but not all students due to inappropriate scaffolding. OR Teacher inconsistently designs rigorous learning tasks that enables students to progress toward mastery of grade-level standards.</p>	<p>Learning experiences are cognitively engaging for all students and include scaffolds to provide access for subgroups (including IEPs or other subgroup needs.) AND The rigor of the learning tasks enables students to progress toward mastery of grade-level standards (content, CCSS, ELD).</p>	<p><i>All of level 3 and...</i> Students self-monitor using specific criteria aligned to skills or content of the lesson objective to inform choice of learning experience or level of difficulty within learning experience. OR Teacher assigns subgroups or individual students to their appropriate level of difficulty within a learning experience based on data</p>

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Standard	Indicators	Does Not Meet Standard Level I	Partially Meets Standard Level II	Meets Standard Level III	Exemplifies Standard Level IV
2.1 Culture of Learning	2.1A Interactions between teacher and students	The teacher's interactions with student(s) are negative, demeaning, or inappropriate to the age and needs of the students in the class. OR Students do not demonstrate appropriate interactions with the teacher consistent to their age, IEP, BIP, or other subgroup needs.	The teacher's interactions with students inconsistently demonstrate respect, positivity and appropriateness for the age and needs of the students. OR Students inconsistently demonstrate appropriate interactions consistent to their age, IEP, BIP, or other subgroup needs.	The teacher's interactions with students are respectful, positive and appropriate for the age and needs (including IEP, BIP, or other subgroup needs) of the students and support an environment of emotional safety. AND Students demonstrate appropriate interactions with the teacher consistent to their age, IEP, BIP or other subgroup needs.	<i>All of level 3 and...</i> The teacher's interactions demonstrate a positive rapport with individual students as informed by a discrete knowledge of students.
	2.1B Academic Persistence	The teacher's words and actions emphasize task completion over the learning process.	The teacher's words and actions inconsistently maintain high expectations and provide limited opportunities for academic risk-taking and productive struggle. OR Students do not engage in academic risk-taking or productive struggle.	The teacher's words and actions maintain high expectations for student effort and encourage academic risk-taking and productive struggle. AND Students attempt to engage in academic risk-taking and productive struggle per their IEP, BIP, or other subgroup needs.	With minimal prompting, students consistently expend effort to engage in productive struggle, take academic risks, and hold each other accountable per their BIP, IEP or other subgroup needs.
2.2 Manage Student Behavior	2.2A Behavioral expectations	The teacher communicates limited to no standards for student behavior. OR Student behavior does not contribute to an academic environment.	The teacher inconsistently communicates standards for student behavior. OR Verbal and non-verbal responses to behavior are inconsistent, reactive, or inappropriate per IEP, BIP, or other subgroup needs. OR Student behavior inconsistently contributes to an academic environment.	The teacher consistently communicates clear, high standards for student behavior. Verbal and non-verbal responses to behavior are consistent, proactive, respectful, and appropriate per IEP, BIP or other subgroup needs. AND Student behavior consistently contributes to an academic environment.	The teacher has established high standards for student behavior and students demonstrate high standards for behavior with minimal prompting OR <i>All of level 3 and . . .</i> In response to misbehavior, the teacher engages in practices that attempt to reintegrate students back into the classroom.

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Standard	Indicators	Does Not Meet Standard Level I	Partially Meets Standard Level II	Meets Standard Level III	Exemplifies Standard Level IV
2.3 Use smooth and efficient transitions, routines, and procedures	2.3A Routines, procedures, and transitions	The teacher has not established or does not implement routines, procedures, and transitions, resulting in a loss of instructional time.	The teacher has established some routines, procedures, and transitions, but some may be missing or inconsistently implemented, resulting in the loss of instructional time.	With teacher prompting, students efficiently engage in routines, procedures, and transitions that maximize instructional time.	With minimal prompting, students efficiently engage in all routines, procedures, and transitions that maximize instructional time. OR Students effectively facilitate some routines, procedures, and transitions.

3.1 Communicate learning objectives to students	3.1A Communication of the learning objectives of the lesson	The learning objective(s) is not communicated.	Teacher communicates the learning objective, but does not refer to it throughout the lesson. OR Teacher refers to the learning objective throughout the lesson, but does not contextualize the objective in relationship to prior or future learning. OR Students are not able to articulate the objective of the lesson.	Teacher refers to the learning objective throughout the lesson, and contextualizes the objective in relationship to prior or future learning. AND Students are able to articulate the objective of the lesson.	Teacher refers to the learning objective throughout the lesson and students are able to articulate the relevance of the learning objective(s) in relationship to prior or future learning, or within or outside of the discipline.
	3.1B Criteria for success	The teacher does not communicate criteria for successfully demonstrating mastery of the learning objective(s). OR Students are unable to articulate the proving behavior for demonstrating mastery of the learning objective(s).	The teacher communicates general criteria for demonstrating mastery of the learning objective(s). OR The teacher communicates specific criteria for successfully demonstrating mastery of the learning objective(s), but students are only able to articulate the proving behavior (no criteria) for demonstrating mastery of the learning objective(s).	The teacher communicates specific criteria for successfully demonstrating mastery of the learning objective(s). AND Students are able to articulate criteria for successfully demonstrating mastery of the learning objective(s).	<i>All of level 3 and...</i> Students self-monitor using the success criteria including specific rationale(s) OR The teacher solicits student input to define or students affirm the criteria for successfully demonstrating mastery of the learning objective(s).

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Standard	Indicators	Does Not Meet Standard Level I	Partially Meets Standard Level II	Meets Standard Level III	Exemplifies Standard Level IV
3.2 Facilitates Instruction	3.2A Lesson structure	The teacher facilitates a lesson sequence that inappropriately releases responsibility to move students toward independent mastery of the learning objective. AND The timing of learning experiences inconsistently maintains pacing that maximizes instructional time throughout the lesson.	The teacher facilitates a lesson sequence that inappropriately releases responsibility to move students toward independent mastery of the learning objective. OR The timing of learning experiences inconsistently maintains pacing that maximizes instructional time throughout the lesson.	The teacher facilitates a lesson sequence that appropriately releases responsibility to move all students toward independent mastery of the learning objective. AND The timing of learning experiences maintains pacing that maximizes instructional time throughout the lesson.	<i>All of level 3 and...</i> The teacher facilitates a lesson sequence that includes additional and concurrent instruction to remediate for or advance subgroups or individual students.
	3.2B Cognitive level of student learning experiences and rigor of tasks	Learning experiences are not cognitively engaging OR The rigor of the learning tasks do not enable students to progress toward mastery of grade-level standards.	Some learning experiences are cognitively engaging for all students OR Learning experiences are cognitively engaging for some but not all students due to inappropriate scaffolding. OR Teacher inconsistently designs rigorous learning tasks that enable students to progress toward mastery of grade-level standards.	Learning experiences throughout the lesson are cognitively engaging for all students and include scaffolds to provide access for all students (including IEP or other subgroup needs.) AND Level of rigor of learning tasks and materials enable students to progress toward mastery of grade-level standards (content, CCSS, ELD).	<i>All of level 3 and...</i> Students self-monitor using specific criteria aligned to skills or content of the lesson objective to inform choice of learning experience or level of difficulty within learning experience. OR Teacher assigns subgroups or individual students to their appropriate level of difficulty within a learning experience based on data
3.3 Implementation of instructional strategies	3.3A Questioning	The teacher poses few questions to students. OR The teacher does not scaffold questions toward cognitive challenge and mastery of the learning objective(s).	The teacher poses questions to a small number of students. OR The teacher inconsistently scaffolds questions toward cognitive challenge and mastery of the learning objective(s).	The teacher poses questions to a wide range of students that are scaffolded toward cognitive challenge and mastery of the learning objective(s). AND The teacher uses strategies to enable students to correctly or fully answer questions and extend or justify their thinking.	<i>All of Level 3 and...</i> Students generate and initiate questions to further their own or other students' understanding of the content, including higher-order questions.

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	Indicators	Does Not Meet Standard Level I	Partially Meets Standard Level II	Meets Standard Level III	Exemplifies Standard Level IV
3.3 Implementation of instructional strategies	3.3B Academic Discourse	The teacher does not require students to use academic vocabulary, discuss academic ideas, or justify their reasoning with evidence. OR The teacher provides minimal opportunities for student discussion.	In the whole class and small group discussions that occur, the teacher inconsistently requires students to use academic vocabulary, discuss academic ideas, and justify their reasoning with evidence. OR Academic discourse is limited to a small number of students.	In the whole class and small group discussions that occur, the teacher facilitates conversations that require all students to consistently use academic vocabulary, discuss academic ideas, and justify their reasoning with evidence.	With minimal to no prompting, students extend discussions by inviting classmates to share, building on each other's ideas, and challenging each other's thinking OR Students facilitate whole class or small group conversations and consistently use academic vocabulary, discuss academic ideas, and justify their reasoning with evidence.
	3.3C Group structures * includes whole, independent, pair, small group	Group structures do not require cognitive engagement. OR Teacher facilitation does not support active student participation throughout group structures.	Group structures maximize cognitive engagement for some learning experiences. OR Teacher facilitation inconsistently supports active student participation throughout all group structures.	Group structures maximize cognitive engagement for each learning experience. AND Teacher facilitation supports active student participation throughout all group structures.	<i>All of level 3 and...</i> Student facilitation of one or more group structures supports active student participation OR Students actively work together throughout all group structures with minimal prompting from teacher.
3.4 Monitoring student learning during instruction	3.4A Checking for understanding and feedback	The teacher does not check for students' understanding of the learning objective during the lesson or checks for understanding do not yield actionable data on students' progress toward mastery of the learning objective. OR The teacher does not respond to CFU data.	The teacher inconsistently checks for understanding or checks for understanding yield actionable data on only some students' progress toward mastery of the learning objective. OR The teacher inconsistently responds to CFU data.	The teacher checks for understanding throughout the lesson to yield actionable data on all students' progress toward mastery of the learning objective. AND The teacher responds to CFU data throughout the lesson by providing specific feedback or adjusting instruction in order to advance students toward mastery of the learning objective.	<i>All of level 3 and...</i> Teacher provides opportunities for students to self-monitor using specific criteria to assess their own progress toward mastery of the objective AND Students specifically identify or choose further steps in learning related to academic skills or content knowledge.

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Standard	Indicators	Does Not Meet Standard Level I	Partially Meets Standard Level II	Meets Standard Level III	Exemplifies Standard Level IV
4.1 Engage in critical reflection and revision	4.1A Lesson Reflection	The teacher references data and draws vague conclusions about the lesson's effectiveness in meeting the learning objective AND The teacher references evidence and draws vague conclusions about the effectiveness of specific learning experiences and strategies.	The teacher cites data but draws vague conclusions about the lesson's effectiveness in meeting the learning objective OR The teacher cites evidence but draws vague conclusions about the effectiveness of specific learning experiences and strategies.	The teacher cites relevant data in order to draw accurate and specific conclusions about the degree of the lesson's effectiveness in meeting the learning objective AND The teacher cites relevant evidence in order to draw accurate and specific conclusions about the degree of effectiveness of specific learning experiences and strategies.	<i>All of level 3 and...</i> The teacher cites relevant data or evidence to draw accurate and specific conclusions about the degree of the lesson's effectiveness in meeting the instructional needs of subgroups or individuals.
	4.1B Use in future planning	The teacher does not make suggestions about how the lesson could be improved.	The teacher makes only general suggestions about how the lesson could be improved. OR The teacher makes specific suggestions about how the lesson could be improved, but does not address future instructional plans	The teacher makes specific suggestions about how the lesson could be improved. AND The teacher explains future instructional plans based on the results of this lesson.	<i>All of level 3 and...</i> The teacher explains future plans for meeting the instructional needs of subgroups or individuals based on the results of the lesson
4.2 Engage in collaborative relationships with peers	4.2A Participation in a professional community	The teacher rarely participates in the professional community activities (professional development, grade level/department collaboration) or has strained relationships with colleagues that negatively impact the learning community.	The teacher participates in professional community activities (professional development, grade level/department collaboration) as required, maintaining cordial relationships with colleagues.	The teacher actively participates in the professional community (professional development, grade level/department collaboration) by demonstrating positive, collegial, and professional relationships with colleagues.	All of level 3 and... Teacher initiates and promotes positive relationships and collaboration in the professional community
	4.2B Participation in the school community	The teacher rarely maintains a united front with the staff by following and supporting agreed upon expectations and policies within the school (uniform, electronics policy, staff norms).	The teacher inconsistently maintains a united front with the staff by following and supporting agreed upon expectations and policies within the school (uniform, electronics policy, staff norms).	The teacher consistently maintains a united front with the staff by following and supporting agreed upon expectations and policies within the school (uniform, electronics policy, staff norms).	<i>All of level 3 and...</i> The teacher contributes to and supports the development and implementation of the agreed upon expectations and policies within the school (uniform, electronics policy, staff norms).

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Standard	Indicators	Does Not Meet Standard Level I	Partially Meets Standard Level II	Meets Standard Level III	Exemplifies Standard Level IV
4.3 Exhibiting and upholding the Green Dot Core Values	4.3A Unwavering belief in all student's potential	The teacher's words and actions rarely demonstrate a belief in the ability of all students to achieve regardless of circumstance(s).	The teacher's words and actions inconsistently demonstrate a belief in the ability of all students to achieve regardless of circumstance(s).	The teacher's words and actions demonstrate a belief in the ability of all students to achieve regardless of circumstance(s).	<i>All of level 3 and...</i> The teacher serves as a model of the belief in the ability of all students to achieve or encourages others to develop this belief.
	4.3B Passion for excellence	The teacher does not manage challenges and obstacles OR does not strive to make improvements	The teacher manages challenges and obstacles but inconsistently strives to make improvements or maintain high standards.	The teacher persists in the face of challenges and obstacles and strives to make continuous improvements, holding self to high standards.	<i>All of level 3 and...</i> The teacher initiates improvements and develops innovative practices to benefit the school community.
	4.3C Personal responsibility	The teacher's actions rarely demonstrate taking responsibility for his or her role in the success of students, colleagues, and the school.	The teacher's actions inconsistently demonstrate taking responsibility for his or her role in the success of students, colleagues, and the school.	The teacher's actions demonstrate taking responsibility for his or her role in the success of students, colleagues, and the school.	<i>All of level 3 and...</i> The teacher serves as a model for taking responsibility for his or her role in the success of students, colleagues, and the school.
	4.3D Respect for others and community	The teacher rarely interacts with all stakeholders (school staff, parents, students) and the community in a respectful and productive manner.	The teacher inconsistently interacts with all stakeholders (school staff, parents, students) and the community in a respectful and productive manner.	The teacher interacts with all stakeholders (school staff, parents, students) and the community in a respectful and productive manner.	<i>All of level 3 and...</i> The teacher strengthens relationships among stakeholders
	4.3E All stakeholders critical to process	The teacher does not involve stakeholders (e.g. parents, counselors, CSOs, school psychologists) to remove barriers to students' learning or improve the school community.	The teacher inconsistently involves stakeholders (e.g. parents, counselors, CSOs, school psychologists) to remove barriers to students' learning or improve the school community.	The teacher involves stakeholders (e.g. parents, counselors, CSOs, school psychologists) to remove barriers to students' learning or improve the school community.	<i>All of level 3 and...</i> The teacher develops, refines, or shares replicable systems for involving stakeholders to remove barriers to students' learning or improve the school community.

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Standard	Indicators	Does Not Meet Standard Level I	Partially Meets Standard Level II	Meets Standard Level III	Exemplifies Standard Level IV
5.1 Develop two-way communication with families about student learning and achievement	5.1A) Initiation of meaningful communication	The teacher rarely initiates communication with parents in order to keep them updated about their student's progress.	The teacher inconsistently initiates communication with parents in order to keep them updated about their student's progress.	The teacher has a system to initiate communication with parents in order to keep them updated about their student's progress.	<i>All of level 3 and...</i> The teacher demonstrates leadership in supporting others to develop and implement systems that initiate communication with parents.
	5.1B Responsiveness to parent inquiries and communication	The teacher rarely responds to parent communication in an appropriate and timely manner.	The teacher inconsistently responds to parent communication in an appropriate and timely manner.	The teacher responds to parent communication in an appropriate and timely manner.	<i>All of level 3 and...</i> The teacher demonstrates leadership in supporting others with responding to parent communication in an appropriate and timely manner.
	5.1C Inclusion of the family as a partner in learning decisions	The teacher rarely engages parents in the instructional program as a partner in their child's education.	The teacher inconsistently engages parents in the instructional program as a partner in their child's education.	The teacher engages parents in the instructional program as a partner in their child's education.	<i>All of level 3 and...</i> The teacher demonstrates leadership in initiating endeavors and supporting others in the engagement of parents.
5.2 Help students leverage resources in their community that support their success in college and beyond	5.2A Goal setting and advocacy	The teacher rarely advocates for student success through setting and monitoring rigorous learning goals for college readiness.	The teacher inconsistently advocates for student success through setting and monitoring rigorous learning goals for college readiness.	The teacher advocates for student success through setting and monitoring rigorous learning goals for college readiness.	<i>All of level 3 and...</i> The teacher establishes processes through which students establish and monitor rigorous learning goals for college readiness, and self-advocate for their attainment of the goals.
	5.2B Knowledge or use of community resources	The teacher rarely refers students and parents to the appropriate campus supports for academic and socio-emotional development, and college readiness.	The teacher inconsistently refers students and parents to the appropriate campus supports for academic and socio-emotional development, and college readiness.	The teacher refers students and parents to the appropriate campus supports for academic and socio-emotional development, and college readiness.	<i>All of level 3 and...</i> The teacher establishes processes for students to identify and incorporate relevant resources that increase their college readiness.

APPENDIX J

Counselor Evaluation Timeline

Counselor Evaluation Timeline



FALL

Fall
Individual
Conference

Check-In (Follow
Up)

- Occurs within the first thirty (30) work days.
- Scheduled by the Counselor's evaluating administrator
- Counselor completes Fall Individual Conference Template *at least 5 work days prior to Fall Individual Conference*
- Evaluating administrator reviews the Counselor's FICT, completes their portion, and shares it with the Counselor via Google *at least 2 work days prior to Fall Individual Conference*

- Counselor prepares data-driven update and brings to the Check-In meeting
- During the Check-In:
 - Evaluating admin captures and shares evidence in Google.
 - Data-driven update is discussed
 - Counselor and Admin collaboratively agree upon strategies for addressing the Counselor's identified areas of growth

SPRING

Spring Individual
Conference

Performance
Evaluation

- Occurs within the first thirty (30) work days.
- Scheduled by the Counselor's evaluating administrator
- Counselor completes Spring Individual Conference Template *at least 5 work days prior to Spring Individual Conference*
- Evaluating administrator reviews the Counselor's SICT, completes their portion, and shares it with the Counselor on Google *at least 2 work days prior to Spring Individual Conference*

- Performance Evaluation Meeting must occur on or before **the last day of the school year.**
- Counselors self-rate, provide rationale for self-rating, and share with evaluating administrators in Google *at least 3 work days prior to Performance Evaluation Meeting.*

APPENDIX K

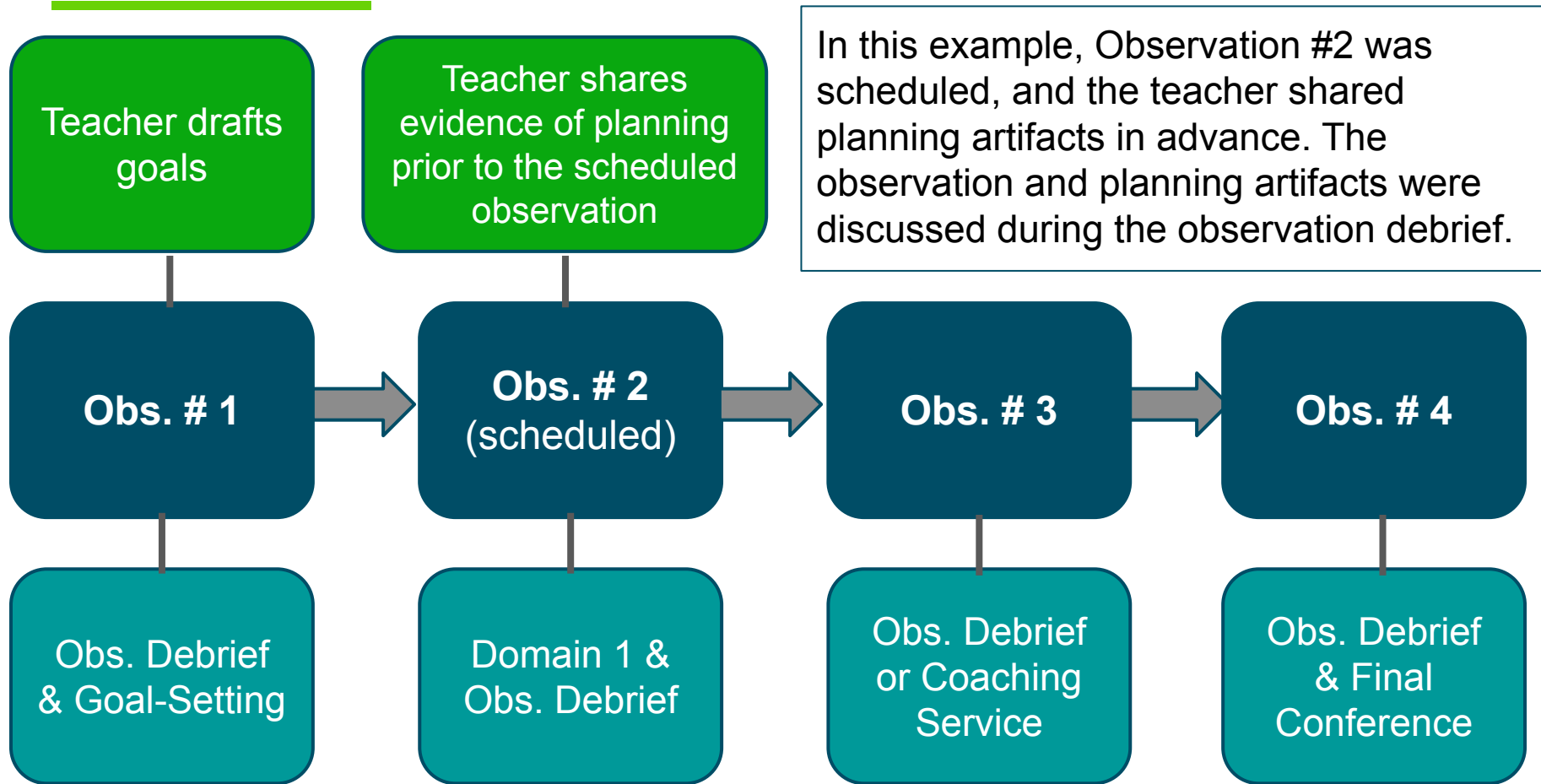
**Observation
Cycle Visual
Summary,**

**Applicable
Indicators for
Coaching,**

and

**Final
Designation**

Observation Cycle Visual Summary - EXAMPLE



- All teachers will participate in four observations prior to their Final Conference.
- Additional observations and coaching may continue after the Final Conference, but will not be included as part of the formal evaluation.

Applicable Indicators for Coaching



Teachers and administrators will have access to Domains 1, 2 and 3 of the 2019-2020 CRTF for coaching purposes.

Domain 1	Domain 2	Domain 3
1.1A Scope and sequence 1.1B Data-driven planning 1.2A Selection of learning objectives 1.2B Measurability of learning objectives 1.3A Design and sequence of learning experiences 1.3B Creating cognitively engaging learning experiences for students	2.1A Interactions between teacher and students 2.1B Academic persistence 2.2A Behavioral expectations and response to behavior 2.3A Routines, procedures and transitions	3.1A Communication of the learning objectives 3.1B Criteria for success 3.2A Lesson structure 3.2B Cognitive level of student learning experiences 3.3A Questioning 3.3B Academic discourse 3.3C Group structures 3.4A Checking for understanding and feedback

Final Designation - First and Second Year Teachers



Teachers in their first or second year of teaching with GDPS can only receive a “Does Not Meet Standard” for the indicators below:

Domain 1	Domain 2	Domain 3
1.1A Scope and sequence 1.1B Data-driven planning 1.2A Selection of learning objectives 1.2B Measurability of learning objectives 1.3A Design and sequence of learning experiences 1.3B Creating cognitively engaging learning experiences for students	2.1A Interactions between teacher and students 2.1B Academic persistence 2.2A Behavioral expectations and response to behavior 2.3A Routines, procedures and transitions	3.1A Communication of the learning objectives 3.1B Criteria for success 3.2A Lesson structure 3.2B Cognitive level of student learning experiences 3.3A Questioning 3.3B Academic discourse 3.3C Group structures 3.4A Checking for understanding and feedback