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, 2019
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### Appendices

- **Appendix A**: Salary Schedule 2016-2017
- **Appendix B**: Teacher Performance Evaluation Forms
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  - Teacher/Counselor Stipend Positions: Sunset Date – June 30, 2017
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- **Appendix E**: Job Share Application
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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, 2016 until June 30, 2019.

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.

**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).

6.1.1.2 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.

6.1.1.3 A Flex Calendar must be documented and signed by the counselor and his/her principal by May 15 for the following school year. Should no
mutual agreement be reached by May 15, 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 Site Safe and Civil Committee. Unit members shall also notify the administration (via the School’s designated process) when leaving campus during the school day.

Once a week, 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. 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.

6.2.2 Each full time teacher will be given the equivalent of 1/6 (17%) of a monthly class schedule devoted to preparation time. However, in any month shortened by school breaks, when less than 17% is afforded, in the month immediately thereafter, sufficient preparation time shall be provided to ensure on average 17% is provided. In no case shall the preparation time in any given month fall below 15% of the class schedule. Acknowledging that site schedules vary significantly, the parties agree that in the event this requirement is not met, the parties shall meet and confer to negotiate a solution for the site. 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.

13.2 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. 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 fifteen (15) calendar 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 seven (7) calendar 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) calendar days of submission of the grievance summary. A written response will be returned by the principal within five (5) calendar days of the conference.

**Level Two: Vice President of Human Capital or Designee**

13.4.3 If the grievance is not resolved with the grievant, the grievant may appeal to the Vice President of Human Capital or designee within fifteen (15) calendar days from the date of receipt of the principal’s written responses. The Vice President of Human Capital 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 five (5) days of the conference.

**Level Three: GDPS’s Board’s Executive Committee or Designee**

13.4.4 If a unit member wishes to file a grievance regarding a suspension without pay or dismissal, such grievances must be filed within fifteen (15) calendar days of the date of notice of final action by GDPS and such grievances shall commence at Level III.
13.4.5 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 mediation/arbitration as detailed in Article 13.4.6.

Level Four: Mediation

13.4.6 If the grievance is not resolved with the grievant, AMU 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.

13.4.7 Unless impractical, the mediator, within ten (10) days of the request shall meet with the parties for the purpose of resolving the grievance.

13.4.8 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.

13.4.9 In the event that the parties have not resolved the grievance with the assistance of the conciliator/mediator, the parties shall seek an arbitrator from the State Mediation and Conciliation Service.

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 conciliator/mediator only after she/he has had an opportunity to hear the merits of the grievance.

13.4.10 All costs for the services of the conciliator/mediator and/or 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

14.1 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.

14.2 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.

14.3 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.

14.4 Employees shall continue to assume liability for their own vehicles.

14.5 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 $250, whichever is lesser. The burden of proof for demonstrating that the damage occurred on school property shall rest on the employee.

14.6 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.

14.7 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.

14.8 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.

14.9 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 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 Operating Officer; GDPS’s Security Manager or equivalent position; two (2) school site administrators; and a GDPS Cluster Director. The parties may add members to the Safety Committee as mutually agreed upon by AMU and GDPS.

14.10.3 The comprehensive school safety plan and related materials shall be available to the Safety Committee and unit members.

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 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, and other ideas which may come into the discussion. Appendix C will be signed by both parties and filed with Human Resources and AMU.
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 450 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. The Board shall deduct other voluntary payments as authorized by unit members and AMU. AMU members who currently have authorization cards on file for the above purposes need not be re-solicited. Membership dues, initiation fees, and general assessments, upon formal written request from AMU to the Board, shall be increased or decreased without re-solicitation and authorization from unit members.

16.1.2 Any unit member who is a member of AMU or who has applied for membership may sign and deliver to the Board an assignment authorizing deduction of membership dues, initiation fees, and general assessments of AMU. Pursuant to such authorization, the Board shall deduct one-tenth (1/10) of such dues from the regular salary check of the unit member each month for ten (10) months. 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 the Board pursuant to Section 16.1.2 above, the Board agrees to remit such moneys promptly to AMU 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 Maintenance of Membership

AMU and the Board agree that any unit member who is a member of AMU at the time this Agreement becomes effective or who enrolls during the term of the Agreement shall maintain such membership for the duration of this Agreement. This provision shall not deprive any member of the right to terminate her or his membership within the 30 day period following expiration of the Agreement. If a member who is covered by the maintenance of membership requirement withdraws authorization for dues deduction and/or refuses to provide AMU with a lump sum cash payment of dues for the year, the Board shall deduct membership dues as provided in Education Code Section 45601 and in the same manner as set forth in Sections 16.1.1 and 16.1.2 above.
16.3 **Agency Fee**

16.3.1 Any unit member who is not a member of AMU, or who does not make application for membership within 30 days of the effective date of this Agreement, or within 30 days from the date of commencement of assigned duties within the bargaining unit, shall become a member of AMU or pay to AMU a fee in an amount equal to membership dues, initiation fees and general assessments, payable to AMU in one lump-sum cash payment in the same manner as required for the payment of membership dues. In the event that a unit member does not pay such fee directly to AMU, AMU shall so inform the Board, and the Board shall immediately begin automatic payroll deduction as provided in Education Code Section 45061 and in the same manner as set forth in this Article. There shall be no charge to AMU for such mandatory agency fee deductions.

16.3.2 Any unit member who is a member of a religious body whose traditional tenets or teachings include objections to joining or financially supporting employee organizations shall not be required to join or financially support AMU as a condition of employment; except that such unit member shall pay, in lieu of a service fee, sums equal to such service fee to one of the following non-religious, non-labor organization, charitable funds exempt from taxation under Section 501 c(3) of Title 26 of the Internal Revenue Code:

16.3.2.1 Foundation to Assist California Teachers

16.3.2.2 Christa McAuliffe Institute for Education Pioneering

16.3.2.3 Hilda Maehling Grants Program

16.3.2.4 Cesar Chavez/Martin Luther King, Jr. Memorial Scholarship Fund

To receive a religious exemption, the unit member must submit a detailed written statement establishing the basis for the religious exemption. AMU executive board shall communicate in writing to the unit member its acceptance or rejection of the exemption. If accepted, the unit member shall make the payment to an appropriate charity as described above. Such payment shall be made on or before the due date for cash dues/fees for each school year.

16.3.3 Proof of payment shall be made on an annual basis to AMU and GDPS as a condition of continued exemption from the payment of agency fee. Proof of payment shall be in the form of receipts and/or canceled checks indicating the amount paid, date of payment, and to whom payment in lieu of the service fee has been made. No in-kind services may be received for payments, nor may the payment be in a form other than money such as the donation of used items. Such proof shall be presented on or before the due date for cash dues/fees for each school year.
16.3.4 With respect to all sums deducted by GDPS pursuant to sections above, whether for membership dues or agency fee, GDPS agrees to remit such moneys promptly to AMU accompanied by an alphabetical list of unit members for whom such deductions have been made, categorizing them as to membership or non-membership in AMU, and indicating any changes in personnel from the list previously furnished.

16.3.5 AMU and GDPS agree to furnish to each other any information needed to fulfill the provisions of 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:

17.3.1 Unsatisfactory performance as defined by this Agreement’s article concerning evaluation;
17.3.2 Dishonesty, including any falsifying of employment records, employment information, or other school records;
17.3.3 Theft or deliberate or careless damage or destruction of any school property, or the property of any employee or student;
17.3.4 Possession of any firearms or any other dangerous weapons on school premises at any time;
17.3.5 Possession or use of any intoxicant on school grounds, including alcohol or controlled substances (unless such substances are supported by a valid prescription);
17.3.6 Conviction of any felony or crime of moral turpitude;
17.3.7 Insubordination, including but not limited to failure or refusal to obey the orders or instructions of a supervisor or member of management;
17.3.8 Absence without leave or abuse of leave privileges;
17.3.9 Unprofessional conduct;
17.3.10 Violating any safety, health, security or school policy, rule, or procedure or engaging in any conduct which risks injury to the employee or others;
17.3.11 Committing of or involvement in any act of unlawful harassment of another individual;
17.3.12 Failure to maintain appropriate credential(s) required for the position;
17.3.13 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 the 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 fifteen (15) calendar days, he or she may then directly proceed to have the matter heard pursuant to Section 13.4.5 of the Grievance Article of this contract.

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 office of the Vice President of Human Capital 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 Vice President of Human Capital.

Upon appeal, the employee shall be entitled to appear personally before the CAO to present any evidence or testimony to contest the Notice of Dismissal. This appeal to the CAO 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 shall render a written decision within ten (10) workdays of the completion of the hearing.

For dismissals, the employee may commence a grievance directly pursuant to Section 13.4.5 of the Grievance Article of this contract.

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**

A member may request a transfer at any time, whether or not a vacancy exists. A unit member may also submit a request for a transfer after the posting of a vacancy notice.

In determining initial assignments for the following year for teachers desiring a transfer, 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 an Effective Rating performance and appropriate credentialing by the Hiring Committee.
- 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 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.

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, which may include demonstrable financial need.

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**

Informal Observation
Each teacher shall be given a minimum of two (2) informal observations prior to the formal observation for Semester One (1) and two (2) informal observations prior to the formal observation for Semester Two (2). These observations need not be scheduled by the administrator. Following an informal observation, the administrator will provide the teacher with one-on-one, face-to-face feedback that includes coaching on any indicator observed during the informal observation. During the observation, administrators will reduce to writing, observations of classroom dialogue and activities which shall be referred to herein as the “script” or “evidence. During the debrief, discussions of the teacher’s practice will be based around this script or evidence. However, evidence from the informal observations will not impact a teacher’s formal evaluation. Informal observations are meant to support a teacher in their efforts to improve, rather than be evaluative. During a one-one-one debrief, administrators may discuss the ratings a teacher would receive if the observation was a formal one, but such discussion is merely speculative and meant only to inform a teacher’s practice.

**Formal Observations**
Ten (10) working days’ notice shall be given before the pre-observation conference. Each formal observation shall be preceded by a pre-observation conference no less than three (3) working days prior to the observation and followed by a post-observation conference within seven (7) working days to review the evidence collected in the observation. A formal observation for the second semester shall be completed prior to fifteen (15) working days before the end of the school year. The administrator will provide all unit members with scheduling options for observation times. When feasible, the administrator and unit member shall coordinate observation times.
**Pre-observation conference**

At least four (4) work days prior to the pre-observation conference, the teacher must submit his/her GDPS lesson plan to the administrator. No later than two (2) working days prior to the conference, the administrator will bucket and share the evidence with the teacher. In preparation for the pre-observation conference, the administrator and teacher will rate the evidence from the GDPS lesson plan. During the pre-observation conference, the administrator will share ratings and provide suggestions for improvement. For Semester 1, all teachers must submit a full GDPS lesson plan. During the pre-observation conference, if the teacher is able to provide valid evidence on the submitted lesson plan justifying an increase, the administrator shall increase the rating of the indicator.

For semester 2:

a) If the teacher received ratings of 3s or 4s in all of the Domain 1 indicators for semester one (1), then the teacher must only submit the 3-part objective with proving behavior on the Objective and Proving Behavior Submission Form (See Appendix B).

b) If the teacher did not receive ratings of at least 3s or 4s in all of domain 1 indicators for semester 1, then the teacher must submit a full GDPS Lesson Plan. The teacher **will** be rated on all indicators on which s/he scored a 1 or 2 in semester one (1) AND all indicators which were selected during the Interim Guiding Conference. The teacher will **NOT** be rated on any indicator whereon s/he was rated a 3 or 4 in semester 1 which was not selected as a re-rate indicator. (A re-rate indicator is an indicator in which the teacher has received a 3 or 4 in semester one (1) but is requesting that this indicator(s) be rated in semester two (2).

c) If the teacher received all 3s or 4s in domain 1 indicators for semester 1 AND the teacher wishes to be re-rated in some indicators, the teacher must follow the instructions for “b” above.

**Classroom observation**

Semester 1: During the classroom (formal) observation, the administrator will observe and script for a minimum of forty-five (45) minutes. During this time, the administrator will script evidence for all observable indicators of domains 2 and 3.

Semester 2: During the classroom (formal) observation, the administrator shall observe and script for a minimum of forty-five (45) minutes. During this time, the administrator may choose only to script evidence that supports the indicators which during the interim guiding conference the teacher has opted to be observed and rated on during semester 2.

**Post-observation conference**

In preparation for the post-conference meeting, the teacher must upload his/her student work samples (or, if uploading student work is not feasible, evidence of student mastery of the learning objective) and post-observation reflection document (located in Appendix B) to the GDPS evaluation portal at least two (2) working days prior to the Post-observation conference. By two (2) working days prior to the post-observation conference the administrator must bucket evidence and share it with the teacher. Prior to arriving at the post-observation conference both administrator and teacher shall provide ratings for all indicators in domains two (2) and three (3). In semester 2, indicators are rated only as
agreed in the interim conference. Indicators not being re-rated in semester 2 will have their semester 1 ratings carried over to semester 2. During the post-observation conference, the administrator and teacher will discuss lesson outcomes using student work as a focus, the specifics of the lesson’s execution with ratings, and next steps. As with the pre-conference meeting, the focus indicators will be discussed first, then if time allows, any other indicators which the administrator or teacher wish to discuss may be discussed. An administrator must provide at least one tangible next step for improvement on each indicator discussed. In semester 1 and 2, all teachers will be rated in 4.1a and 4.1b to ensure ongoing reflection and analysis of practice. The semester 2 formal observation must be completed 15 working days prior to the end of the school year.

Ratings Disagreement – 3rd Rater Form
If disagreement exists based solely on the score or alignment of the evidence to the correct indicator, the teacher has the option to involve an impartial 3rd rater. The teacher shall complete and submit the 3rd Rater Submission Form, within ten (10) working days of the Post Observation Conference. The 3rd Rater Submission Form shall be submitted to the appropriate GDPS Education Team Associate. The third raters will respond within two (2) weeks to both the teacher and administrator. After the results are delivered, the administrator and teacher shall re-meet to review the results and update ratings as necessary. If the third raters have indicated a score change, the numbers will be changed in the GDPS evaluation portal at the request of the Vice President of Education. Please see the Third Rater Form in Appendix B for further details.

Interim guiding conference
Using the Interim Conference Re-Rate sheet (GDPS evaluation portal) an Interim Guiding Conference shall occur prior to or concurrent with the second informal observation debrief in semester two. Using all available data (past years’ SGP, stakeholder surveys, prior observations), this meeting serves as a formative check-point to examine the teacher’s progress toward proficiency on the College-Ready Teaching Framework. This meeting will also be used to review proposed Professional Growth Proposal goals. During the meeting, administrators will discuss the proposed goals for that year and work with the teacher to revise as necessary. Throughout the year (semester 2 of the current school year and semester 1 of the following year), the administrator and teacher shall reflect on the PGP and determine if goals should be revised or refined based on the outcome of observations and available data.

Administrator Role: Prior to this goal setting meeting, the administrator will provide all teachers with a PGP one sheet. Administrators will refer teachers to access their available performance data (e.g., observation, SGP, and survey results) and encourage them to use this data as the basis for drafting goals.

Teacher Role: Prior to this goal setting meeting, the teacher will review relevant performance data (e.g., observation, SGP, and survey results) and draft at least two, CRTF-aligned goals (both title and detail). The goals should be aligned to indicators the teacher expects to focus on for semester 2 of the current year and semester 1 of the following year.

Goals may be changed or modified during the school year if the administrator and teacher both agree.
Summative conference
A Summative Conference shall occur concurrently with the semester two (2) Formal Observation debrief. This part of the post-observation debrief will provide teachers with end-of-year feedback on their growth as a teacher as measured by all available data (stakeholder surveys, prior observations). If needed, the Summative Conference can happen after Semester Two’s Post-Observation Debrief.

Eligibility of Observation scores
Teachers hired fewer than thirty-five (35) days before the end of a semester or who are absent in a manner which prohibits the completion of a formal observation within contractual timelines may not receive a formal observation that semester.

<<<2016-2017 CLASSROOM OBSERVATION MEASURE PILOT STARTS HERE>>>

Classroom Observation Measure – 2016-2017 School Year Pilot

GDPS will pilot a revised Classroom Observation Measure, as follows, during the 2016-2017 school year (the “Pilot”). This pilot shall sunset on June 30, 2017 and the existing language above shall return to full force and effect unless negotiated between GDPS and AMU. During the Pilot, all teachers will be placed into one of four groups based upon the eligibility criteria described below.

I. Group Placement

<table>
<thead>
<tr>
<th>Group</th>
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<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>Teachers</td>
<td>All first-year teachers in their first year of teaching at GDPS</td>
<td>All second-year teachers in their second year of teaching at GDPS</td>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td>ON/OFF Semesters per School Year</td>
<td>One Semester: ON One Semester: OFF</td>
<td>One Semester: ON One Semester: OFF</td>
<td>One Semester: ON One Semester: OFF</td>
<td>OFF Year: Both Semesters: OFF On Year: One Semester: ON One Semester: OFF</td>
</tr>
<tr>
<td>CRTF Indicators</td>
<td>13 indicators make up Summative Score</td>
<td>20 indicators make up Summative Score</td>
<td>26 indicators make up Summative Score</td>
<td>No Summative Score during OFF Year 26 indicators make up Summative Score during ON Year</td>
</tr>
</tbody>
</table>
If a teacher in at least his/her fourth year of teaching at GDPS did not receive a Summative Score during the prior school year because his/her observation timelines were not met, his/her most recent Summative Score shall be used to determine group placement. For 2016-2017 group placement only, if a teacher in at least his/her fourth year of teaching at GDPS received a Summative Score of a 3.0 during the prior school year because his or her observation timelines were not met solely due to the fault of administration, he/she shall be placed in Group 4.

If the Pilot’s placement criteria substantially remain beyond the Pilot’s sunset date, GDPS and AMU intend that a teacher placed in Group 4 during the 2016-2017 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.

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:

** If a teacher in at least his/her fourth year of teaching at GDPS did not receive a Summative Score during the prior school year because his/her observation timelines were not met, his/her most recent Summative Score shall be used to determine group placement. For 2016-2017 group placement only, if a teacher in at least his/her fourth year of teaching at GDPS received a Summative Score of a 3.0 during the prior school year because his or her observation timelines were not met solely due to the fault of administration, he/she shall be placed in Group 4.

If the Pilot’s placement criteria substantially remain beyond the Pilot’s sunset date, GDPS and AMU intend that a teacher placed in Group 4 during the 2016-2017 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.

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:

* During each On Semester, the Group 3 or Group 4 teacher and his/her evaluating administrator collaboratively shall select one (1) of the four (4) “dormant” CRTF indicators that will be used to determine a teacher’s Summative Score. The teacher shall leave the unchosen three (3) “dormant” CRTF indicators blank on his/her Lesson Plan (described below).
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.

   a. 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.

   b. 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.

   c. 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.
d. If a teacher is absent during the semester in a manner that prohibits the completion of his/her “On Semester” evaluation, the evaluating administrator shall conduct his or her evaluation during the next semester. Group status shall not change for a Group 3 or Group 4 teacher if the teacher does not receive a Summative Score for the 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.

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 BloomBoard (GDPS’ closed-circuit, online evaluation and support portal).

3. Following an Informal Observation, the teacher’s evaluating administrator shall provide the teacher with one-on-one, in-person feedback that includes coaching on the evidence gathered during the Informal Observation (the “Informal Observation Debrief”).

   a. If the Off Semester occurs in the fall semester, the first Informal Observation Debrief shall include a discussion regarding the teacher’s existing PGP Goals and whether they need to be revised.

   b. If the Off Semester occurs in the spring semester, the third Informal Observation Debrief shall include a summary of the teacher’s progress in the spring semester generally and toward accomplishing his/her Professional Growth Plan (“PGP”) Goals. At this time, the teacher and his/her evaluating administrator should discuss whether revisions to his/her PGP Goals are needed for the following school year.

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 BloomBoard.

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 BloomBoard 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 BloomBoard.

   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 BloomBoard.

   b. No later than two (2) work days prior to the Post-Observation Conference, the teacher shall upload to BloomBoard 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 BloomBoard 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.

6. 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 BloomBoard, if applicable.
7. **Eligibility of Summative Scores**

a. Teachers hired fewer than thirty-five (35) days before the end of a semester, or 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.

b. Teachers hired fewer than forty-five (45) days before the last day of the spring semester shall not be eligible to participate in an Observation Cycle for that semester.

c. 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.

d. If a teacher is absent during the semester in a manner that prohibits the completion of his/her “On Semester” evaluation, the evaluating administrator shall conduct his or her evaluation during the next semester. Group status shall not change for a Group 3 or Group 4 teacher if the teacher does not receive a Summative Score for the school year.

F. **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 PGP Goals, if any, to agree upon several data-driven, CRTF-aligned PGP Goals for that spring semester and the fall semester of the following school year. If a teacher is in his/her first year at GDPS, his/her IGC will be based on any observations conducted prior to the IGC. The IGC process is outlined in a brief memorandum that is available on Connect.

2. The evaluating administrator shall hold the IGC during the spring semester by March 1.

3. Prior to IGC, the teacher shall upload two (2) proposed PGP Goals in BloomBoard.

<<<2016-2017 CLASSROOM OBSERVATION MEASURE PILOT ENDS HERE>>>

**The Student Growth Measure**

**Individual Student Growth Percentile**

Individual Student Growth Percentiles (“SGP”) are measures of student growth. SGP uses California Standardized Testing (“CST”) data to compare the growth of academic peers from one year to the next. Students who were enrolled in the same courses in the prior years and scored nearly identically are called academic peers. A student’s score on each year’s CST is then compared to his or her academic peers. A student’s SGP is determined based on how they perform compared to their academic peers. A teacher’s SGP is the median of all of his/her students’ SGPs.
SGP will be calculated by an external vendor, the National Center for the Improvement of Education & Assessment (NCIEA) hired by GDPS.

*Teaching Assignments and utilization of SGP scores*

**Group 1:** Teachers who do not have student growth data. Teachers with student growth data but fewer than 100 students’ SGP scores from the most recent two (2) years are considered Group 1 teachers.

**Group 2:** Teachers who do have student growth data. Teachers must have at least 100 students’ SGP scores directly attributable to their classroom practice from the most recent two (2) years to be considered Group 2 teachers.

**Group 3:** Teachers who have the title “Special Education Teacher,” “Resources Teacher,” “Resource Specialist,” “Resource Specialist Teacher,” and “RSP Teacher.

*Eligibility of Student Scores:* In order for a student’s SGP score to count toward a teacher’s individual SGP, the student must be present for at least 85% of the days between the CBEDS and the end of CST testing period.

*Eligibility of Teacher Scores:* Teachers having fewer than twenty (20) work days of absences between the beginning of the year and the end of CST testing will have their SGP scores for the year count toward their evaluation. The teacher’s SGP scores will also count toward the school’s SGP score. Teachers who have 20 or more days of absence between the beginning of the year and the end of CST testing will not have their SGP scores for the year count toward their evaluation and the school’s SGP.

**School-level Student Growth Percentile**
School-level SGP scores are measured by calculating the median of all eligible students’ SGP scores at the school. All teachers will earn a school-level SGP score.

*Eligibility of Teacher Scores:* Teachers having fewer than twenty (20) absences between the beginning of the year and the end of CST testing will have their SGP scores count toward the school’s SGP score.

*Eligibility of Student Scores:* In order for a student’s SGP score to count toward a school’s SGP, the student must be present for at least 85% of the days between the beginning of the year and the end of CST testing period.

*Student Growth Measure: Non-SGP:* GDPS and AMU will continue to work on creating a mutually agreed upon form of measuring student growth using teacher input from AMU-GDPS jointly agreed upon groups. The bargaining teams shall receive annual progress updates.

**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 December. 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. The survey questions are listed in Appendix B.

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 is given once per year in February.

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.” The Family Survey questions can be found in Appendix B.

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 Compliance Measure
The compliance measure will evaluate teachers on their ability to meet IEP compliance regulations. IEP 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. GDPS and AMU are committed to developing the compliance measure during the 2012-2013 school year, but as it has yet to be developed, the pie shall be altered so that the total score will be measured out of a 75% possible score. The 75% possible score alters the percentages as follows: 46.7% Observation, 6.7% Peer Surveys, 13.2% Student Surveys, 6.7% Family Surveys, 26.7% School SGP.

**Weighting of multiple measures**

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

**Group 1: Teachers without individual student growth data**

55%: Classroom observation  
25%: School-level SGP  
10%: Student surveys  
5%: 360 surveys  
5%: Family surveys
Group 2: Teachers with individual student growth data

40%: Classroom observation
30%: Individual SGP
10%: School-level SGP
10%: Student surveys
5%: 360 surveys
5%: Family surveys

Group 3: Special Education Teachers

Scoring each Measurement of Effectiveness

The Classroom Observation Measure
For each formal classroom observation (in semester 1 and semester 2), the ratings for each indicator measured (all indicators in domain 1, all indicators in domain 2, all indicators in domain 3, and indicators 4.1a and 4.1b) will be aggregated into a final rating by averaging the ratings
earned in these indicators. If no evidence is gathered for a given indicator, that indicator will be rated a one. The Final classroom observation measure score is derived by combining the average rating score of semester 1 with the average rating score of semester 2 using the following formula: semester 1 rating average \( \times 0.4 \) + semester 2 rating average \( \times 0.6 \) = Final Classroom Observation Measure Score.

If a teacher was hired fewer than thirty-five (35) days before the last day of semester one (1), then this teacher’s semester two (2) observation score will count for 100% of his/her observation score for this academic year. If a teacher was hired fewer than forty-five (45) days before the last day of semester 2, then this teacher will not have an observation score for this academic year.

If a teacher is absent during the school year in a manner which prohibits the completion of one formal observation, the other formal observation shall count for 100% of his/her observation score for the academic year.

If solely due to the fault of the administration, the informal and formal observation is not completed, pursuant to required timelines, the teacher shall be awarded his/her prior formal observation score or a score of 3.0, whichever is greater.

The Stakeholder Feedback Measure

360 Survey
The 360 survey score will be calculated by averaging each survey respondent’s responses, then averaging those averages. The self-score from the 360 survey is not included in the final score. It is used for reflective purposes only.

Student Survey
The student survey score will be calculated by averaging each survey respondent’s responses, then averaging those averages.

Family Survey
The Family Survey score will be calculated by averaging each survey respondent’s responses, then averaging those averages. This score will be assigned to each teacher at the school because it is a school-level survey.

The Student Growth Measure

Individual SGP
A Group 2 teacher’s Individual SGP score is equal to the median of all his/her eligible students’ SGP scores.

School-level SGP
All teachers’ school-level SGP scores are equal to the median of all eligible students’ SGP scores at the school.
Translation of Teacher Effectiveness score to Career Path placement

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
- School-level SGP: 1+((School SGP/99) x 3) x weight = School-level SGP Weighted Score
- Individual SGP: 1+((Individual SGP/99) x 3) x weight = Individual SGP Weighted Score
- Compliance: Final Compliance Score x 100 x weight = Compliance Weighted Score

Once weighted scores are calculated, they are summed. Their sum equals the teacher’s effectiveness rating. Based on their effectiveness score, each teacher will be placed on the GDPS Career Path. The career levels will be assigned according to the Teacher Effectiveness Schedule as shown in Appendix A.

Teachers with all required measures of effectiveness for both semesters will qualify for an effectiveness rating for that year.

** 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 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 consecutive service, a teacher has received an overall fall semester/On Semester (if applicable) 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)
  - If a teacher did not receive a fall semester observation score because of absences or he or she received a 3.0 or higher because the observation timelines were not met, the teacher’s spring semester observation score shall be used (because it does not include any transferred scores) to determine eligibility for a Development Plan.

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

All counselors will be evaluated using a process of goal setting, observations, task completion and appraisal of performance based on the following Core Competencies that are based on GDPS’s mission and the National Association for College Admission Counseling: College, Leadership, Life, School Site Responsibilities, and Parent and Community Engagement.

I. Individual Conferences and SMART Goal Setting

A. Fall Semester: Each counselor shall prepare five (5) SMART (Specific, Measurable, Aligned, Realistic, Time Bound) goals on the Core Competency Chart (see Appendix F) for that school year, which shall be reviewed at an individual conference with the counselor’s evaluating administrator no later than thirty (30) working days from the start of the school year.

B. Spring Semester: No later than thirty (30) working days from the start of the spring semester, the counselor’s evaluating administrator shall hold an individual conference with the counselor to review progress on the counselor’s SMART goals prepared in the fall semester.

C. Modifying SMART Goals: Any SMART goal may be modified at the mutual agreement of the evaluating administrator and counselor. Any such change shall be documented on the Core Competency Chart and maintained in accordance with school site practice.

II. Observation

A. Observation Components:

1. Counselors shall be observed once per semester for a minimum of fifteen (15) minutes. The evaluating administrator should not have a participatory role in the observed meeting.

2. Observations include, but are not limited to, staff professional development, parent conferences, parent and student informational sessions, and college presentations.

3. The evaluating administrator shall schedule the observation a minimum of three (3) working days prior to the observation.

4. During the observation, the evaluating administrator shall reduce to writing (“script”) observations of dialogue and activities that occurred in the observed meeting. The evaluating administrator shall share, via e-mail, the script with the counselor within three (3) working days of the observation.

B. Observation – Fall Semester

1. The fall semester observation shall be scheduled in collaboration with the counselor by providing scheduling options for observation times. When collaboration is unsuccessful, the evaluating administrator may designate the observation date and time.

2. The fall semester observation must be completed at least one week prior to the last pupil day of the fall semester.
C. **Observation – Spring Semester:** The spring semester observation shall be unscheduled and completed at least fifteen (15) working days prior to the last pupil day of the spring semester.

D. **Observation Debrief**
   1. The evaluating administrator shall hold a meeting with the counselor to discuss the observation (“Observation Debrief”) within seven (7) working days of the observation.
   2. During the Observation Debrief, discussions of the counselor’s practice will be based around the script or other evidence collected by the evaluating administrator.

III. **Performance Evaluation**
   A. Counselors shall be evaluated and receive Performance Evaluation scores once per semester using the rubric (see Appendix F).
   B. Counselors will receive scores based on the “Meets Expectations” column of the rubric (see Appendix F).
   C. The evaluating administrator shall schedule a Performance Evaluation Meeting with the counselor, toward the end of both semesters, to review his or her Performance Evaluation scores.
      1. The fall semester Performance Evaluation Meeting must take place by the last pupil day of the fall semester.
      2. The spring semester Performance Evaluation Meeting must take place at least eight (8) working days prior to the last pupil day of the spring semester.
   D. Middle school counselors will not be evaluated on the following elements of the rubric: Required College Testing and College and Financial Aid.
   E. Counselors will not be evaluated on any element of the rubric that does not align to their job as it has been defined by the evaluating administrator. (For example, a high school counselor who splits caseload by grade level, rather than alphabetically, and serves students in the ninth (9th) and tenth (10th) grade only, may not be evaluated on the College and Financial Aid element of the rubric.) In such an event, the counselor shall receive a “NS” (Not Scorable) as a Performance Evaluation score for that element on the rubric.
   F. If the counselor disagrees with his or her Performance Evaluation score, he or she may file a written response within ten (10) working days, which will be placed in his or her personnel file. The evaluating administrator shall respond to the counselor within ten (10) working days of receipt of the written response, and inform the counselor whether any new evidence presented in the written response will modify his or her Performance Evaluation score.

**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.

**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.

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 will be awarded a 40% bonus of their 10-unused leave days at the end of the year. Unit members who use three (3) days or less will be awarded a 20% bonus of their 10-unused leave days at the end of the year. Percentage will be based on substitute rate.

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 hourly 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 difference between the employee’s salary and the amount actually paid a substitute employee employed to fill the position during the leave, or, if no substitute is employed, the amount which would have been paid to a substitute.

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.

Article XXVI – Compensation

26.1 Salary Schedule:

The salary schedule shall be set forth in Appendix A.

Effective July 1, 2016, a revised salary schedule shall be implemented at a salary schedule equivalent implementation cost to GDPS of 5.3%.

Additionally, for 2016-2017 only, all returning unit members shall receive a one-time off schedule payment of $1,000 (to be paid in two equal installments on December 25, 2016 and June 10, 2017).
For the 2016-2017 school year only, all returning unit members at Locke and Clay will be provided a one-time $1,200 payment (to be paid in two (2) equal installments on December 25, 2016 and June 10, 2017 of the school year).

Unit members with GDPS for 2015-2016 school year, will for the 2016-2017 school year be placed on a step number that is equal to the step number from 2015-2016 salary schedule plus 2 in order to account for the removal of the zero step for the 2016-2017 salary schedule.

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 All members will have their salary, as determined by the salary schedule, paid over twelve (12) months. Members will be paid twice monthly, August through July on the 10th and 25th for the service period August 1 through June 30. 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, 2011 and thereafter, this amount shall be calculated at the rate of $50 per high school pupil and $45 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.

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. 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, 2016, the hourly teacher rate shall be increased from $32.00 per hour to $35.00 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”). 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 eight percent (8%) 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 Unit members who select the Anthem Blue Cross EPO (“EPO”) shall pay an amount equal to fourteen percent (14%) of the premium costs of the EPO. Unit members who select the Anthem Blue Cross PPO (“PPO”) shall pay an amount equal to thirty-one percent (31%) 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 by November 1, 2015 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.

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**

30.1 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, ongoing, program of professional growth and development.

30.2 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.
30.3 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.

30.3.1 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.

30.3.2 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.

30.3.3 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.

30.4 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.

30.5 It is the intent of the parties to maintain an on-going financial commitment to assist unit members in their formal professional development.

30.5.1 Fairness and equal access to such assistance shall be deemed to be critical elements in the professional development assistance program.

30.5.2 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 2013-2014, 2014-2015 and 2015-2016 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, 2019; 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.

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

Kelly Hurley, Chief Talent Officer
Green Dot Public Schools California
APPENDIX A

2016 - 2017 Step and Column

<table>
<thead>
<tr>
<th>Step</th>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
<th>Column 5</th>
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</table>

**Column I:** Bachelor’s Degree

**Column II:** Bachelor’s Degree, plus 15 semester units beyond B.A.

**Column III:** Bachelor’s Degree, plus 30 semester units beyond B.A. including Valid Subject area Teaching Credential or Emergency Credential with Subject Area Masters

**Column IV:** Bachelor’s Degree, plus 45 semester units beyond B.A. including Valid Subject area Teaching Credential or Master’s Degree with Valid Subject area Teaching Credential or National Board Certification with Valid Subject area Teaching Credential.

**Column V:** Bachelor’s Degree, plus 60 semester units beyond B.A. including Valid Subject area Credential or Master’s Degree / National Board Certification plus 15 units beyond Master’s Degree & Valid Subject area teaching Credential

**Column VI:** Bachelor’s Degree, plus 75 semester units beyond B.A. including Valid Subject area Credential or Master’s Degree / National Board Certification plus 30 units beyond Master’s Degree & Valid Subject area teaching Credential

2016-2017 Work Year

The work year for returning teachers and counselors is 193 days.

The work year for new teachers and counselors is 198 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.
Appendix B 2016-2017 - 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. Unscheduled Observation One Sheet
10. Pre-Observation Conference One Sheet
11. Scheduled Observation One Sheet
12. Post Observation Conference One Sheet
13. Post-Observation Reflection Questions

Survey

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

Forms

17. Leave of Absence Form
18. Independent Third Rater Submission Form
# The College Ready Teaching Framework

## Domain 1: Data-Driven Planning and Assessing Student Learning

<table>
<thead>
<tr>
<th>Standards</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| 1.1 Establish standards-based learning objectives for instructional plans | A) Selection of learning objectives  
B) Measurability of learning objectives |
| 1.2 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 |
| 1.3 Use student data to guide planning | A) Lesson design guided by data |
| 1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning | A) Knowledge of subject matter to identify pre-requisite knowledge  
B) Addresses common content misconceptions |
| 1.5 Design assessments to ensure student mastery | A) Selection and progression assessments  
B) Planned response to assessment data |

## Domain 2: The Classroom Learning Environment

<table>
<thead>
<tr>
<th>Standards</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Create a classroom/community culture of learning</td>
<td>A) Value of effort and challenge</td>
</tr>
</tbody>
</table>
| 2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection | A) Behavioral expectations  
B) Response to behavior |
| 2.3 Establish a culture of respect and rapport which supports students’ emotional safety | A) Interactions between teacher and students  
B) Student interactions with each other |
| 2.4 Use smooth and efficient transitions, routines, and procedures | A) Routines, procedures, and transitions |

## Domain 3: Instruction

<table>
<thead>
<tr>
<th>Standards</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| 3.1 Communicate learning objectives to students | A) Communication of the learning objectives of the lesson  
B) Connections to prior and future learning experiences  
C) Criteria for success |
| 3.2 Facilitates Instruction | A) Lesson Structure  
B) Cognitive level of student learning experiences |
| 3.3 Implementation of instructional strategies | A) Questioning  
B) Academic discourse  
C) Group structures  
D) Resources and instructional materials |
| 3.4 Monitoring student learning during instruction | A) Checking for understanding and adjusting instruction  
B) Feedback to students  
C) Self-monitoring |
## Domain 4: Developing Professional Practice

### 4.1 Engage in critical reflection, constantly revising practice to increase effectiveness
- A) Accuracy
- B) Use in future planning
- C) Use of feedback

### 4.2 Engage in collaborative relationships with peers
- A) Participation in a professional community
- B) Professional development
- C) 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
## Domain 1: Data-Driven Planning and Assessing Student Learning

<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Does Not Meet Standard</th>
<th>Partially Meets Standard</th>
<th>Meets Standard</th>
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<tbody>
<tr>
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<td></td>
<td>Level I</td>
<td>Level II</td>
<td>Level III</td>
<td>Level IV</td>
</tr>
</tbody>
</table>

### 1.1 Establish standards-based, learning objectives for instructional plans

#### 1.1A 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 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 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 content standards.

### 1.1B 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.

### 1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students

#### 1.2A Design and sequence of learning experiences
- The design of the learning experiences is not aligned to the learning objective(s). **AND** Learning experiences are either not sequenced or not timed to enable students to demonstrate independent mastery of the learning objective(s) through the appropriate release of responsibility.
- The design of the learning experiences is not aligned to the learning objective(s). **OR** Learning experiences are either not sequenced or not timed to enable students to demonstrate independent mastery of the learning objective(s) through the appropriate release of responsibility.
- The design of the learning experiences is aligned to the learning objective(s). **AND** The design of the learning experiences is sequenced and timed to enable all students to demonstrate independent mastery of the learning objective(s) through the appropriate release of responsibility.

### teacher's note
- **All of level 3 and...** Teacher creates secondary learning objective(s) that aligns to differentiated learning activities to meet the identified needs of individuals or subgroups of students.
- **All of level 3 and...** Proving behavior(s) includes opportunity for student choice. **OR** Proving behavior(s) includes opportunity for differentiated outputs. **OR** Proving behavior measures mastery of learning objective(s) through multiple methods.
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<tr>
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<td></td>
<td>Level I</td>
<td>Level II</td>
<td>Level III</td>
<td>Level IV</td>
</tr>
<tr>
<td>1.2B</td>
<td>Creating cognitively engaging learning experiences for students</td>
<td>Instructional plans do not provide opportunity for cognitively engaging learning experiences throughout the lesson. OR The instructional plans do not include appropriate support so that all students can access the content of the lesson.</td>
<td>The teacher designs each learning experience with appropriate support, but inconsistently plans cognitively engaging learning experiences throughout the lesson. OR Instructional plans include cognitively engaging learning experiences throughout the lesson cycle, but inconsistently include appropriate support so that all students can access the content of the lesson.</td>
<td>Instructional plans include cognitively engaging learning experiences throughout the lesson. AND Teacher designs each learning experience with appropriate support so that all students can access the content of the lesson.</td>
<td>All of level 3 and... Teacher designs differentiated learning experiences for individual students or subgroups of students. OR Teacher structures lesson to offer student choice of learning experiences to enhance cognitive engagement.</td>
</tr>
<tr>
<td>1.3A</td>
<td>Lesson design guided by data</td>
<td>The teacher does not cite data. OR Data is used to inform neither content nor instructional strategies.</td>
<td>The teacher cites multiple sources of data, but they are not relevant to the objective. OR The teacher cites multiple sources of data, but none of the sources are current and specific. OR Data is used to inform only content or instructional strategies.</td>
<td>The teacher cites multiple sources of data relevant to the objective including sources that are current and specific. AND Data informs the content and instructional strategies to scaffold for individual students or subgroups of students.</td>
<td>All of Level 3 and... The teacher plans differentiated learning experiences to meet the needs of individual students or subgroups of students based on cited data. OR The teacher plans for students to use their own data to inform choice of learning experience.</td>
</tr>
<tr>
<td>1.4A</td>
<td>Knowledge of subject matter to identify prerequisite knowledge</td>
<td>The teacher does not accurately identify the prerequisite knowledge necessary to access the lesson.</td>
<td>The teacher accurately identifies the prerequisite knowledge necessary to access the lesson, but does not include strategies to activate prerequisite knowledge. OR The teacher accurately identifies the prerequisite knowledge or skills necessary to access the lesson, but does not include opportunities to address potential gaps.</td>
<td>The teacher accurately identifies the prerequisite knowledge necessary to access the lesson. AND The teacher includes opportunities to activate prerequisite knowledge necessary to access the lesson. AND The teacher includes strategies to address potential gaps in prerequisite knowledge or skills necessary to access the lesson.</td>
<td>All of level 3 and... The teacher designs differentiated learning experiences to address potential gaps for individual students or subgroups of students.</td>
</tr>
</tbody>
</table>
### Domain 1: Data-Driven Planning and Assessing Student Learning

<table>
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<tr>
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<td>Level III</td>
<td>Level IV</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.4B</th>
<th>Addresses common content misconception(s)</th>
<th>The teacher does not anticipate common student content misconception(s).</th>
<th>The teacher anticipates common student content misconception(s) but does not include a strategy for addressing each misconception.</th>
<th>The teacher anticipates common student content misconception(s) that would inhibit the students' ability to master the learning objective(s) and includes a strategy for addressing each misconception.</th>
<th>All of level 3 and... The teacher includes strategies that ensure students recognize and correct these misconceptions. OR The teacher includes multiple strategies for correcting the same misconceptions.</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>1.5A</th>
<th>Selection and progression of assessments</th>
<th>Checks for understanding are not aligned to the learning objective(s). OR Checks for understanding are not planned.</th>
<th>Checks for understanding are inconsistently aligned to the learning objective(s). OR Checks for understanding do not yield actionable data. OR Checks for understanding are planned for a single component of the lesson cycle.</th>
<th>Different types of checks for understanding are selected to yield actionable data about progress towards mastery of the learning objective(s). AND Checks for understanding are planned for different components of the lesson cycle, progressing towards student mastery of the learning objective(s).</th>
<th>All of level 3 and... Checks for understanding are differentiated to yield actionable data about individual students or subgroups of students. OR Teacher offers students choice of checks for understanding to enhance progress toward or beyond the learning objective(s).</th>
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<table>
<thead>
<tr>
<th>1.5B</th>
<th>Planned response to assessment data</th>
<th>The teacher has not planned to adjust instruction based on the data from checks for understanding.</th>
<th>The teacher inconsistently plans to adjust instruction based on the data from checks for understanding.</th>
<th>The teacher plans to adjust instruction based on the data from each check for understanding.</th>
<th>All of level 3 and... The teacher articulates how students will be involved in establishing next steps.</th>
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## Domain 2: *The Classroom Learning Environment*

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<td>Level IV</td>
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<tr>
<td>2.1</td>
<td>A) Value of effort and challenge</td>
<td>The teacher’s words and actions provide little or no encouragement for academic learning or convey low expectations for student effort. Students do not consistently persist in completing assigned work.</td>
<td>The teacher’s words and actions emphasize compliance and completion of work. Students seek to complete tasks without consistent focus on learning or persistence toward quality work.</td>
<td>The teacher’s words and actions promote belief in student ability and high expectations for student effort. Students consistently expend effort to learn and persist in producing high quality work.</td>
<td>All of level 3 and... Students assume responsibility or take initiative for producing high quality work, holding themselves, and each other, to high standards of performance.</td>
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<td>2.2</td>
<td>A) Behavioral expectations</td>
<td>It is evident that the teacher did not teach standards for student behavior. OR Student behavior does not contribute to an academic environment.</td>
<td>The teacher inconsistently communicates standards for student behavior. OR Student behavior inconsistently contributes to an academic environment.</td>
<td>The teacher consistently communicates clear, high standards for student behavior. AND Student behavior consistently contributes to an academic environment.</td>
<td>The teacher has established clear, high standards for student behavior. Without being prompted, students articulate or demonstrate high behavioral expectations that support the classroom’s academic environment.</td>
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<tr>
<td>2.3</td>
<td>A) Interactions between teacher and students</td>
<td>The teacher’s interactions with some students are negative, demeaning, or inappropriate to the age and needs of the students in the class. OR Students exhibit disrespect for the teacher.</td>
<td>The teacher’s interactions with students inconsistently demonstrate respect and positivity, are inconsistently appropriate for the age and needs of students, or inconsistently support student growth. OR Students inconsistently exhibit respect for the teacher.</td>
<td>The teacher’s interactions with students are respectful, positive, and appropriate for the age and needs of the students and support student growth. AND Students exhibit respect for the teacher.</td>
<td>All of level 3 and... The teacher’s interactions demonstrate a positive rapport with individual students.</td>
</tr>
<tr>
<td>Standard</td>
<td>Indicators</td>
<td>Does Not Meet Standard</td>
<td>Partially Meets Standard</td>
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<td>Level III</td>
<td>Level IV</td>
</tr>
<tr>
<td>2.4</td>
<td>Use smooth and efficient transitions, routines, and procedures</td>
<td>B) Student interactions with each other</td>
<td>Student interactions are impolite and disrespectful, which interferes with learning for some students.</td>
<td>Student interactions are generally polite and respectful, but students do not support each other’s learning.</td>
<td>Student interactions are polite and respectful, and students support each other’s learning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A) Routines, procedures, and transitions</td>
<td>The teacher has not established or does not implement routines, procedures, and transitions, resulting in a loss of instructional time.</td>
<td>The teacher has established some routines, procedures, and transitions; however, some may be missing or inconsistently implemented, resulting in the loss of instructional time.</td>
<td>The teacher has established and implemented routines, procedures, and transitions that maximize instructional time.</td>
</tr>
</tbody>
</table>
### Domain 3: Instruction

<table>
<thead>
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<th>Standard</th>
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<td>Level IV</td>
</tr>
<tr>
<td></td>
<td>A)</td>
<td>The learning objective(s) is not communicated. OR The learning objective(s) is unclear.</td>
<td>The learning objective(s) is communicated but not referred to throughout the lesson. OR Students cannot articulate the learning objective(s).</td>
<td>The learning objective(s) is communicated and referred to throughout the lesson. AND Students are able to articulate the learning objective(s).</td>
<td>All of level 3 and... Students are able to articulate the relevance of the learning objective(s) within or outside of the discipline.</td>
</tr>
<tr>
<td></td>
<td>B)</td>
<td>The teacher does not make connections between current learning objective(s) and the students’ prior or future learning.</td>
<td>The teacher makes connections between the current learning objective(s) and the students’ prior or future learning. OR The teacher makes connections to prior and future learning but the connections are vague or are primarily based on connections to assessments and grades.</td>
<td>The teacher makes connections between the current learning objective(s) and the students’ prior and future learning to further student understanding of the content material.</td>
<td>The teacher facilitates as students build connections between the current learning objective(s) and their prior and future learning to further student understanding of the content material.</td>
</tr>
<tr>
<td></td>
<td>C)</td>
<td>The teacher does not communicate criteria for successfully demonstrating attainment of the learning objective(s). OR Students are unable to articulate criteria for successfully demonstrating attainment of the learning objective(s).</td>
<td>The teacher communicates general criteria for successfully demonstrating attainment of the learning objective(s). OR The teacher communicates specific criteria for successfully demonstrating attainment of the learning objective(s), but students are only able to articulate general criteria for successfully demonstrating attainment of the learning objective(s).</td>
<td>The teacher communicates specific criteria for successfully demonstrating attainment of the learning objective(s). AND Students are able to articulate specific criteria for successfully demonstrating attainment of the learning objective(s).</td>
<td>All of level 3 and... The teacher solicits student discussion to define or affirm the criteria for successfully demonstrating attainment of the learning objective(s).</td>
</tr>
<tr>
<td>3.2</td>
<td>3.2A</td>
<td>The teacher facilitates a lesson that is inappropriately sequenced and timed. AND The teacher does not execute a lesson that appropriately releases responsibility.</td>
<td>The teacher facilitates a lesson that is inappropriately sequenced or timed. OR The teacher does not execute a lesson that appropriately releases responsibility.</td>
<td>The teacher facilitates an appropriately sequenced and timed lesson that appropriately releases responsibility so that students can independently master the learning objective(s).</td>
<td>All of level 3 and... Teacher facilitates differentiated timing or sequencing of lesson for individual students or subgroups of students. OR Teacher offers student choice of timing or sequencing of the lesson.</td>
</tr>
</tbody>
</table>
## Domain 3: Instruction

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<tbody>
<tr>
<td><strong>3.2B</strong> Cognitive level of student learning experiences</td>
<td>Learning experiences are not cognitively engaging. OR Learning experiences do not match the level of rigor required to attain mastery of the learning objective(s).</td>
<td>Some learning experiences are cognitively engaging. OR Some learning experiences match the level of rigor required to attain mastery of the learning objective(s).</td>
<td>Learning experiences throughout the lesson are cognitively engaging for all students. AND Learning experiences consistently match the level of rigor required to attain mastery of the learning objective(s).</td>
<td>All of level 3 and... Learning experiences are differentiated for individual students or subgroups of students. OR Teacher structures lesson to offer student choice of learning experiences to enhance cognitive engagement.</td>
<td></td>
</tr>
<tr>
<td><strong>3.3</strong> Implementation of instructional strategies</td>
<td>A) Questioning</td>
<td>The teacher poses few questions to students. OR The teacher does not scaffold questions toward cognitive challenge and mastery of the learning objective(s).</td>
<td>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).</td>
<td>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 answer questions and extend or justify their thinking.</td>
<td>All of Level 3 and... Students pose questions that require cognitive challenge. OR Students initiate questions to further their own or other students' understanding of the content.</td>
</tr>
<tr>
<td></td>
<td>B) Academic Discourse</td>
<td>The teacher does not require students to use academic vocabulary, discuss academic ideas, or justify their reasoning. OR The teacher provides minimal opportunities for student discussion.</td>
<td>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. OR Academic discourse is limited to a small number of students.</td>
<td>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.</td>
<td>Students facilitate whole class or small group conversations and consistently use academic vocabulary, discuss academic ideas, and justify their reasoning.</td>
</tr>
<tr>
<td></td>
<td>C) Group structures</td>
<td>The structure and size of grouping arrangements do not move students toward mastery of the learning objective(s). OR Teacher does not actively facilitate or monitor student participation during group structures.</td>
<td>The structure and size of grouping arrangements inconsistently move students toward mastery of the learning objective(s). OR Teacher facilitation inconsistently supports active student participation throughout all group structures.</td>
<td>The structure and size of grouping arrangements move students toward mastery of the learning objective(s). AND Teacher facilitation supports active student participation throughout all group structures.</td>
<td>All of level 3 and... Students support each other to work through challenging activities and hold themselves and each other accountable for individual or group work that leads to mastery of the learning objective(s).</td>
</tr>
</tbody>
</table>
## Domain 3: Instruction

<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Does Not Meet Standard</th>
<th>Partially Meets Standard</th>
<th>Meets Standard</th>
<th>Exemplifies Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>D) Resources and instructional materials</td>
<td>Resources and instructional materials are unsuitable to the lesson objective(s), distract from or interfere with student learning, or do not promote cognitive engagement.</td>
<td>Resources and instructional materials are partially suitable to the lesson objective(s). Resources and materials only partially promote cognitive engagement.</td>
<td>Resources and instructional materials are suitable to the lesson objective(s), support attainment of the learning objective(s), and require cognitive engagement.</td>
<td>All of level 3 and... Resources and instructional materials facilitate differentiation or choice of learning experiences for individual students or subgroups of students.</td>
</tr>
<tr>
<td>A) Checking for understanding and adjusting instruction</td>
<td>The teacher does not check for students’ understanding of the learning objective(s) during the lesson. OR The teacher does not adjust instruction based on the data.</td>
<td>The teacher inconsistently checks for understanding. OR The teacher adjusts instruction ineffectively or inconsistently.</td>
<td>The teacher checks for understanding using different techniques throughout the lesson to yield actionable data on students’ progress toward mastery of the learning objective(s). AND The teacher adjusts whole-class instruction based on the data to meet students’ learning needs as necessary.</td>
<td>All of level 3 and... The teacher implements differentiated instruction and continued checks for understanding based on the progress of individual students or subgroups toward mastery of the learning objective(s).</td>
<td></td>
</tr>
<tr>
<td>B) Feedback to students</td>
<td>The teacher does not provide feedback to students. OR Feedback does not advance students toward mastery of the learning objective(s).</td>
<td>The teacher provides feedback but not throughout the lesson. OR Feedback inconsistently advances students toward mastery of the learning objective(s).</td>
<td>The teacher provides feedback throughout the lesson that is specific and timely. AND Feedback consistently advances students toward mastery of the learning objective(s).</td>
<td>All of level 3 and... Students provide specific academic feedback to one another.</td>
<td></td>
</tr>
<tr>
<td>C) Self-monitoring</td>
<td>The teacher does not facilitate student self-monitoring. OR The teacher facilitates self-monitoring that does not assess academic skills or knowledge related to the learning objective(s).</td>
<td>The teacher facilitates self-monitoring to enable students to assess their academic skills or knowledge related to the learning objective(s), but self-monitoring exercises lack specific criteria</td>
<td>The teacher facilitates self-monitoring with specific criteria to enable students to assess their academic skills or knowledge related to the learning objective(s).</td>
<td>All of level 3 and... The teacher facilitates differentiated self-monitoring to meet the needs of individual students or subgroups of students. OR Students specifically identify further steps in learning and explain how these steps develop the academic skills or knowledge related to the learning objective(s).</td>
<td></td>
</tr>
</tbody>
</table>
### Domain 4: Instruction

<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Does Not Meet Standard</th>
<th>Partially Meets Standard</th>
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<th>Exemplifies Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>The teacher does not know the degree to which the lesson or its elements, was effective.</td>
<td>The teacher has an accurate impression of the lesson’s effectiveness and success in meeting the instructional goals, but does not cite data to support the judgment. OR The teacher makes a somewhat accurate assessment of the effectiveness of specific learning experiences and strategies citing evidence to support judgments.</td>
<td>The teacher makes an accurate assessment of a lesson’s effectiveness and success in meeting the instructional goals, citing data to support the judgment. AND The teacher makes an accurate assessment of the effectiveness of specific learning experiences and strategies citing evidence to support judgments.</td>
<td>All of level 3 and... The teacher makes an accurate assessment of a lesson’s effectiveness and success in meeting the instructional needs of subgroups or individuals.</td>
</tr>
<tr>
<td></td>
<td>A) Accuracy</td>
<td>The teacher does not make suggestions about how the lesson could be improved.</td>
<td>The teacher makes only <strong>general</strong> suggestions about how the lesson could be improved. OR The teacher makes <strong>specific</strong> suggestions about how the lesson could be improved, but does not address future instructional plans or specific instructional practices.</td>
<td>The teacher makes <strong>specific</strong> suggestions about how the lesson could be improved. AND The teacher explains future instructional plans based on the results of this lesson. AND The teacher explains how their specific instructional practices can be improved.</td>
<td>All of level 3 and... The teacher explains future plans for differentiated instruction based on results of this lesson.</td>
</tr>
<tr>
<td></td>
<td>B) Use in future planning</td>
<td>The teacher rarely uses feedback from supervisors or colleagues to improve practice.</td>
<td>The teacher inconsistently uses feedback from supervisors and colleagues to improve practice.</td>
<td>The teacher consistently uses feedback from supervisors and colleagues to improve practice.</td>
<td>All of level 3 and... The teacher proactively seeks out feedback from supervisors and colleagues to improve their practice.</td>
</tr>
<tr>
<td></td>
<td>C) Use of feedback</td>
<td>The teacher rarely uses feedback from supervisors or colleagues to improve practice.</td>
<td>The teacher inconsistently uses feedback from supervisors and colleagues to improve practice.</td>
<td>The teacher consistently uses feedback from supervisors and colleagues to improve practice.</td>
<td>All of level 3 and... The teacher proactively seeks out feedback from supervisors and colleagues to improve their practice.</td>
</tr>
<tr>
<td></td>
<td>A) Participation in a professional community</td>
<td>The teacher rarely participates in the professional community activities or has strained relationships with colleagues that negatively impact the learning community.</td>
<td>The teacher participates in professional community activities as required, maintaining cordial relationships with colleagues.</td>
<td>The teacher actively participates in the professional community by developing positive, collegial, and professional relationships with colleagues.</td>
<td>All of level 3 and... The teacher assumes appropriate leadership roles and promoting positive and professional relationships</td>
</tr>
<tr>
<td></td>
<td>B) Professional development</td>
<td>The teacher rarely applies learning gained from professional development activities, and does not contribute to the development of others.</td>
<td>The teacher applies learning gained from professional development activities, and makes inconsistent contributions to the development of others.</td>
<td>The teacher applies the learning gained from professional development. The teacher contributes to the development of others.</td>
<td>All of level 3 and... The teacher seeks out professional development opportunities and initiates activities that contribute to the development of others.</td>
</tr>
<tr>
<td></td>
<td>C)</td>
<td>The teacher rarely maintains a united</td>
<td>The teacher inconsistently maintains</td>
<td>The teacher consistently maintains</td>
<td>All of level 3 and... The teacher consistently maintains a</td>
</tr>
</tbody>
</table>
## Domain 4: Instruction

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Participation in the school community</td>
<td>front with the staff by following and supporting agreed upon expectations and policies within the school (uniform, electronics policy, staff norms).</td>
<td>a united front with the staff by following and supporting agreed upon expectations and policies within the school (uniform, electronics policy, staff norms).</td>
<td>united front with the staff by following and supporting agreed upon expectations and policies within the school (uniform, electronics policy, staff norms).</td>
<td>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).</td>
</tr>
</tbody>
</table>

### 4.3 Exhibiting and upholding the Green Dot Core Values

| A) 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). | All of level 3 and... The teacher demonstrates leadership in encouraging others to develop this belief. |
| B) Passion for excellence | The teacher is rarely solution-oriented. | The teacher is solution-oriented but inconsistently uses data and feedback to inform their decisions in order to ensure continuous improvement. | The teacher is solution oriented within the classroom and at the school site, and uses data and feedback to inform their decisions in order to ensure continuous improvement. | All of level 3 and... The teacher demonstrates leadership and actively participates at the school level to collaboratively develop solutions, and present them to staff and stakeholders. |
| C) Personal responsibility | The teacher rarely holds themselves accountable for their results and responsibilities in their classroom and in the school community. | The teacher inconsistently holds themselves accountable for their results and responsibilities in their classroom and in the school community. | The teacher holds themselves accountable for their results and responsibilities in their classroom and in the school community. | All of level 3 and... The teacher demonstrates leadership to help others develop their accountability. |
| D) 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. | All of level 3 and... The teacher demonstrates leadership to strengthen relationships among stakeholders. |
| E) All stakeholders critical to process | The teacher rarely seeks feedback and input from all stakeholders in order to refine, develop, and make decisions regarding their classroom practice and at the school site. | The teacher inconsistently seeks feedback and input from all stakeholders in order to refine, develop, and make decisions regarding their classroom practice and at the school site. | The teacher seeks feedback and input from all stakeholders in order to refine, develop, and make decisions regarding their classroom practice and at the school site. | All of level 3 and... The teacher demonstrates leadership in helping others incorporate and use stakeholder feedback. |
### Domain 5: Developing Partnerships with Family and Community

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>5.1</td>
<td>A) Initiation of meaningful communication</td>
<td>The teacher rarely initiates communication with parents in order to keep them updated about their student’s progress.</td>
<td>The teacher inconsistently initiates communication with parents in order to keep them updated about their student’s progress.</td>
<td>The teacher has a system to initiate communication with parents in order to keep them updated about their student’s progress.</td>
<td>All of level 3 and... The teacher demonstrates leadership in supporting others to develop and implement systems that initiate communication with parents.</td>
</tr>
<tr>
<td></td>
<td>B) Responsiveness to parent inquiries and communication</td>
<td>The teacher rarely responds to parent communication in an appropriate and timely manner.</td>
<td>The teacher inconsistently responds to parent communication in an appropriate and timely manner.</td>
<td>The teacher responds to parent communication in an appropriate and timely manner.</td>
<td>All of level 3 and... The teacher demonstrates leadership in supporting others with responding to parent communication in an appropriate and timely manner.</td>
</tr>
<tr>
<td></td>
<td>C) Inclusion of the family as a partner in learning decisions</td>
<td>The teacher rarely engages parents in the instructional program as a partner in their child’s education.</td>
<td>The teacher inconsistently engages parents in the instructional program as a partner in their child’s education.</td>
<td>The teacher engages parents in the instructional program as a partner in their child’s education.</td>
<td>All of level 3 and... The teacher demonstrates leadership in initiating endeavors and supporting others in the engagement of parents.</td>
</tr>
<tr>
<td>5.2</td>
<td>A) Goal setting and advocacy</td>
<td>The teacher rarely advocates for student success through setting and monitoring rigorous learning goals for college readiness.</td>
<td>The teacher inconsistently advocates for student success through setting and monitoring rigorous learning goals for college readiness.</td>
<td>The teacher advocates for student success through setting and monitoring rigorous learning goals for college readiness.</td>
<td>All of level 3 and... 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.</td>
</tr>
<tr>
<td></td>
<td>B) Knowledge or use of community resources</td>
<td>The teacher rarely refers students and parents to the appropriate campus supports for academic and socio-emotional development, and college readiness.</td>
<td>The teacher inconsistently refers students and parents to the appropriate campus supports for academic and socio-emotional development, and college readiness.</td>
<td>The teacher refers students and parents to the appropriate campus supports for academic and socio-emotional development, and college readiness.</td>
<td>All of level 3 and... The teacher establishes processes for students to identify and incorporate relevant resources that increase their college readiness.</td>
</tr>
</tbody>
</table>
# Green Dot CA

**Teacher and Counselor Performance Evaluation Calendar 2016-2017**

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<tr>
<th>NOVEMBER-NOVIEMBRE 2016</th>
<th>DECEMBER-DICIEMBRE 2016</th>
<th>JANUARY-ENERO 2017</th>
<th>FEBRUARY-FEBRERO 2017</th>
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</tbody>
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<tr>
<th>MARCH-MARZO 2017</th>
<th>APRIL-ABRIL 2017</th>
<th>MAY-MAYO 2017</th>
<th>JUNE-JUNIO 2017</th>
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<td>2 3 4 5 6 7</td>
<td>11 12 13 14</td>
<td>12 13 14 15 16 17 18 19</td>
</tr>
</tbody>
</table>

## IMPORTANT DATES

**FALL SEMESTER DATES**

360 Survey: November 28-December 9 (Report: 1/18)
September 22: **Deadline** for Counselor Individual Conference

December 7: **Deadline** for Counselor Fall Semester Observation

December 16: **Deadline** for Counselor Fall Performance Evaluation meeting

December 16: **Deadline** for Teacher Summative Conference (Groups 1, 2, and 3 teachers who have fall On Semester)

**SPRNG SEMESTER DATES**

*Student Survey Window: February 13-March 3 (Results: 4/17)*

*Family Survey Window: January 23-May 12 (Results: 6/7)*

February 16: **Deadline** for Counselor Individual Conference

March 1: **Deadline** for Teacher Interim Guiding Conference

May 18: **Deadline** for Teacher Summative Conference (Groups 1, 2, and 3 teachers who have spring On Semester)

May 18: **Deadline** for Counselor Spring Semester Observation

May 31: **Deadline** for Counselor Spring Performance Evaluation Meeting

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**TIMELINES and REMINDERS for 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 Observations

For a spring On Semester, evaluating admin may conduct Informal Observations only after Unscheduled Observations are complete

**Unscheduled Observations**
Unscheduled Observations need not happen prior to the Scheduled Observation

**Interim Guiding Conference PD**
January 23-February 28

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**TIMELINES and REMINDERS for COUNSELOR EVALUATION**

Counselor Observation: Admin shares Counselor Observation script within three working days of observation

Counselor Debrief: Admin debriefs counselor observation within seven working days of observation
<table>
<thead>
<tr>
<th>School Days</th>
<th>Staff Professional Development</th>
<th>Final Exams/Minimum Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holidays</td>
<td>Midterms</td>
<td>Deadlines</td>
</tr>
</tbody>
</table>
Group 4 Off Year Observation Cycle

TWO OFF SEMESTERS

Fall Off Semester
Informal
Informal
Informal

Spring Off Semester
Informal
Informal
Informal
Informal

IGC

Extended debrief to discuss goal focus/progress
Green Dot California
Scheduled Observation Cycle Timeline

Legend

- Administrator
- Teacher
- Admin Action Window
- Teacher Action Window
- Timeline Windows

10 working days notice shall be given before the pre-observation conference

Post-Conference within 7 working days

Pre-Conference: no less than 3 working days prior to the observation

T submits lesson plan at least 4 working days prior to Pre-Conf meeting

Admin shares evidence with T no later than 2 working days before Pre Conf

Bucket LP evidence by indicator
Rate evidence
Submit LP

Bucket Domain 2 and 3 evidence
Submit Reflection 4.1 a & b / Student Work
Rate evidence
Rate Obs/Ref/SW

Admin buckets evidence and shares with T no later than 2 days prior to Post Conf.

T submits Reflection / Student Work no later than 2 working days prior to Post Conf.
# Teacher Performance Evaluation: Interim Guiding Conference and PGP Meeting

## Purpose

The purpose of the IGC is to discuss a teacher’s strengths and areas for growth using all available data sources (including observation data and surveys), analyze a teacher’s progress on their Professional Growth Proposal (PGP) goals, and collaborate to finalize new Professional Growth Proposal goals. It is also a time to discuss a teacher’s areas of focus for the spring semester and the fall semester of the following school year.

## Timing

- **During PD:** 60 minutes
- **In conference:** 30-40 minutes

  - Can be concurrent with an Observation Debrief
  - Completed during the spring semester by March 1

---

### Before the Conference

<table>
<thead>
<tr>
<th>Administrator Responsibilities</th>
<th>Teacher Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Schedule the IGC for your cohort of teachers on BloomBoard</td>
<td>1. Fill in the Interim Guiding Conference Reflection on BloomBoard (beginning 1/20)</td>
</tr>
<tr>
<td>2. Provide teachers with PD time (and TE Reports if available) to fill in the Interim Guiding Conference Reflection on BloomBoard</td>
<td>2. Reflect on your past PGP goals and determine the degree to which you have met your goals. Use data to support your assessment and enter comments explaining your conclusions in the comments section of each goal</td>
</tr>
<tr>
<td>3. Notify teachers of whether their Interim Guiding Conference is a separate meeting or concurrent with an Observation Debrief (if the meeting is concurrent, plan for 1 hour)</td>
<td>3. Draft and enter two new, CRTF indicator-aligned PGP goals in BloomBoard and be prepared to discuss them with your administrator</td>
</tr>
<tr>
<td>4. Review the teacher’s past PGP goals, IGC Reflection (in BB), observation data, evaluation data (if available), 360 survey data, and SpEd Family Survey (if applicable)</td>
<td></td>
</tr>
<tr>
<td>5. Based on the data, determine the degree to which the teacher has met his/her PGP goals and be prepared to use the data to discuss your conclusions</td>
<td></td>
</tr>
<tr>
<td>6. Read the teacher’s new PGP goals in BloomBoard and be prepared to discuss potential modifications or additions to the PGP goals</td>
<td></td>
</tr>
</tbody>
</table>

### During the Conference

- Discuss the teacher’s Interim Guiding Conference Reflection (on BloomBoard).
- Use teacher input and data from observations and surveys to discuss the degree to which a teacher has met his/her past PGP goals.
- If a goal has been met, mark as complete.
- Discuss the teacher’s proposed, new PGP goals. If necessary, support the teacher in revising the goals so that they meet the SMART format and are reasonable and appropriate given their evaluation data.
- Propose targeted supports to assist teacher in meeting goals and identify appropriate resources to support improvement in these indicators (you may assign resources to goals in BB).
- Discuss the teacher’s area of focus for the spring semester and the fall semester of the following year.

**For Special Education teachers, include these steps in the conference**

- The teacher reviews changes to their caseload with admin (students who have transferred in, exited SpEd, moved to another teacher’s caseload, left the school, etc.)
- Admin ensures that any changes to a teacher’s caseload have been noted in PowerSchool.
- Admin reviews compliance dates from semester 1 with the teacher and fill in checklist based on evidence of closed IEPs (use Welligent or SEIS).

---

This is a guiding document for use as a teacher and administrative support. It is not a substitute for the contract. For more details, please see Article XXI.
Classroom Observation Measure:

Semester Summative Conference

PURPOSE
The Summative Conference occurs at the end of the On Semester for teachers in Groups 1, 2, and 3. 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 Professional Growth Proposal.

TIMING
In conference: 45 minutes
- Can be concurrent with the Post-Observation Conference or Unscheduled Observation Debrief
- Completed by the last pupil day of the semester for a fall On Semester
- Completed 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
1.1a, 1.2a, 1.2b, 1.5a, 2.2a, 2.2b, 2.4a, 3.1a, 3.2a, 3.2b, 3.4a, 4.1a, 4.1b

GROUP 2
All of Group 1 indicators and 1.1b, 2.3a, 2.3b, 3.1c, 3.3a, 3.3b, 3.3c

GROUPS 3 & 4
All of Group 2 indicators and 2.1a, 3.1b, 3.3d, 3.4b, 3.4c, plus one Dormant Indicator (1.3a, 1.4a, 1.4b, or 1.5b)

BEFORE THE CONFERENCE

Administrator Responsibilities

1. Notify teacher whether the Summative Conference is a separate meeting or concurrent with a debrief
2. Review and rate all Domain 2 and 3 indicators based on the preponderance of evidence collected from the two Unscheduled and one Scheduled Observation
3. Review teacher’s self-ratings and plan a coaching conversation around misalignment
4. Review the teacher’s PGP goals
5. Identify areas of growth the teacher should focus on in the following semester

Teacher Responsibilities

1. Review Unscheduled and Scheduled Observation evidence and self-rate in Domain 2 and 3 Indicators
2. Share self-ratings with Admin in advance of Summative Conference

DURING THE CONFERENCE

- Discuss ratings forDomains 2 and 3
- Discuss Summative Score (average of On Semester ratings)
- Synthesize data to determine strengths and areas of growth
- Discuss progress made on current PGP goals
- Include comments on BloomBoard

For Special Education Teachers, include these steps in the conference

☐ 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 PowerSchool
☐ Admin 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

This is a guiding document for use as a teacher and administrative support. It is not a substitute for the contract. For more details, please see Article XXI.
2016-2017 Daily Lesson Plan Template

Teacher Name______________________________________  Subject____________________  Grade Level(s)____________  Date ____________

Content Standards and/or Common Core Standards (1.1a):

Objective Aligned to Standard(s) (1.1a): Content (nouns), level of cognition (verbs), proving behavior (measurement)

Proving Behavior (1.1b) [GROUP 1 TEACHERS may omit this section]: The proving behavior should provide the teacher with specific data that reveals the degree of independent mastery for each student.

● What specific criteria (quantitative and/or qualitative) will you use to measure students’ independent mastery of the objective?

Lesson Structure (1.2a) and Cognitive Engagement (1.2B): 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.

● Checks for Understanding (1.5A) Checks for understanding are planned for each component of the lesson to yield actionable data about students’ real-time progress toward the learning objective.

Key Vocabulary

<table>
<thead>
<tr>
<th>Do Now (min):</th>
<th>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.</th>
</tr>
</thead>
</table>

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.

<table>
<thead>
<tr>
<th>Chunk 1: Time Allotment (min):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Cognition:</td>
</tr>
<tr>
<td>☐ Knowledge</td>
</tr>
<tr>
<td>☐ Comprehension</td>
</tr>
<tr>
<td>☐ Application</td>
</tr>
<tr>
<td>☐ Analysis</td>
</tr>
<tr>
<td>☐ Synthesis</td>
</tr>
<tr>
<td>☐ Evaluation</td>
</tr>
<tr>
<td>Depth of Knowledge:</td>
</tr>
<tr>
<td>☐ Level I: Recall</td>
</tr>
<tr>
<td>☐ Level II: Skill/Concept</td>
</tr>
<tr>
<td>☐ Level III: Strategic Thinking</td>
</tr>
<tr>
<td>☐ Level IV: Extended Thinking</td>
</tr>
<tr>
<td>Scaffolds for subgroups --</td>
</tr>
<tr>
<td>Checks for Understanding (1.5a):</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chunk 2: Time Allotment (min):</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
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<tr>
<td>Time Allotment (min):</td>
</tr>
<tr>
<td>-----------------------</td>
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<tr>
<td><strong>Depth of Knowledge:</strong></td>
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<td>☐ Level II: Skill/Concept</td>
</tr>
<tr>
<td>☐ Level III: Strategic Thinking</td>
</tr>
<tr>
<td>☐ Level IV: Extended Thinking</td>
</tr>
</tbody>
</table>

- **Scaffolds for subgroups**

Checks for Understanding (1.5a):
- Measures independent mastery of the objective.
- Provides specific data that reveals where re-teaching may be needed for next lesson

<table>
<thead>
<tr>
<th>Time Allotment (min):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proving Behavior:</strong></td>
<td></td>
</tr>
</tbody>
</table>

- Time Allotment (min):
- Final self-monitoring
- Summary/reflection on the objective
- Reflecting on prior and future learning

<table>
<thead>
<tr>
<th>Time Allotment (min):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Closure:</strong></td>
<td></td>
</tr>
</tbody>
</table>

Homework (min): What homework will you assign to practice content from this lesson or frontload for tomorrow's lesson?

Resources and Materials:

> **SpEd - Considerations for Academic Success Teachers:**
- Indicate lessons, projects, assignments or assessment that students are working on during content support time.
- Describe established protocol you use to get coursework, homework, class updates and test/project dates from general education teachers. You may also include copies of documents used to get this information.
Directions for Dormant Indicators – Group 3 Teachers ONLY

During an On Semester, a Group 3 teacher and his/her evaluating administrator shall collaboratively select one Dormant Indicator to include in his or her Lesson Plan. The teacher shall leave the other three Dormant Indicators on the Lesson Plan template blank.

<table>
<thead>
<tr>
<th>Lesson Design Guided by Data (1.3A): Data (e.g., exit slip data, SRI data, SpEd, ELL, standardized test data, teacher generated data) should be current, specific, and carefully selected for relevance to current lesson.</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ SpEd - Academic Success teachers should also include current grades/quick look-ups, general education teacher feedback and IEP goal data they will use to guide Content Support time.</td>
</tr>
</tbody>
</table>

- What data have you considered in creating this plan and how has this informed content organization and instructional strategies planned for this lesson?

- What subgroups or individual students have been defined by your data and how do you plan to scaffold or extend learning to meet their needs?
  - SpEd/EL:
    - Teacher –Created Subgroups (defined by data):

<table>
<thead>
<tr>
<th>Pre-Requisite Knowledge (1.4A): Teacher utilizes knowledge of subject matter to identify and activate students’ pre-requisite knowledge, and plans strategies to address potential gaps in students’ knowledge or skills.</th>
</tr>
</thead>
</table>

- What pre-requisite knowledge, vocabulary or skills are necessary for students to access the lesson?

- What opportunities will you provide to activate pre-requisite knowledge or skills?

- What are potential gaps students may have strategies will you use to address potential gaps in pre-requisite knowledge or skills?

<table>
<thead>
<tr>
<th>Misconceptions (1.4b): Teacher anticipates existing misunderstandings students may have about the content and plans strategies to replace old schema(s) with new understanding(s).</th>
</tr>
</thead>
</table>

- What common misconception(s) do you anticipate students will have about the content?

- What strategies will you use to ensure that students recognize and address these misconceptions?

<table>
<thead>
<tr>
<th>Planned Response for Each CFU (1.5b): Adjustments to instruction are planned as a response to each CFU.</th>
</tr>
</thead>
</table>

- Chunk 1:
  - If [actionable data], then [adjustment].

- Chunk 2:
  - If [actionable data], then [adjustment].

- Chunk 3:
  - If [actionable data], then [adjustment].
# Classroom Observation Measure:
## Informal Observation and Debrief

### Purpose
Informal observations are non-evaluative and intended to inform coaching and support teacher development.

### Debrief
The purpose of informal debriefs is for teachers to receive formative feedback including recognition of strengths and specific next steps for growth. They are meant to support teachers in their efforts to improve.

### Timing
- **Informal Observation:**
  - Minimum of 15 minutes
  - Conduct one informal prior to Unscheduled Observations for teachers who have a fall On Semester.
  - Conduct three informals for a teacher on an Off Semester.
- **Debrief**
  - 15-20 minutes
  - Within 3 working days following observation (recommended best practice)

### Applicable CRTF Indicators
- **Domain 2:** The Classroom Learning Environment
- **Domain 3:** Instruction

### Informal Observation

<table>
<thead>
<tr>
<th>Administrator Responsibilities</th>
<th>Teacher Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Refer to the teacher’s PGP goals prior to conducting the observation.</td>
<td>1. Review PGP goals after observation to identify any areas that were observed.</td>
</tr>
<tr>
<td>2. Observe and script student and teacher dialogue and actions/interactions.</td>
<td>2. Review the script shared on BloomBoard by the administrator and your objective.</td>
</tr>
<tr>
<td>3. Share evidence using BloomBoard within 24 hours of the observation.</td>
<td>3. Reflect on strengths and areas for improvement using exit slip/proving behavior data.</td>
</tr>
<tr>
<td>4. Schedule a post-observation debrief within 3 working days of the observation (recommended best practice)</td>
<td>4. Be available/flexible for debriefing within 3 working days.</td>
</tr>
</tbody>
</table>

### Debrief

<table>
<thead>
<tr>
<th>Administrator Responsibilities</th>
<th>Teacher Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listen and pose questions for reflection</td>
<td>1. Discuss the observation and your reflection with your administrator, especially as it may relate to your PGP goals.</td>
</tr>
<tr>
<td><strong>Guiding questions:</strong></td>
<td>2. Take notes in BloomBoard on feedback and next steps.</td>
</tr>
<tr>
<td>• What was successful about your lesson execution? How do you know these parts were successful?</td>
<td></td>
</tr>
<tr>
<td>• What improvements would you make to this lesson and how would those changes impact student learning?</td>
<td></td>
</tr>
<tr>
<td>2. Discuss the teacher’s PGP goal indicators (if observed)</td>
<td></td>
</tr>
<tr>
<td><strong>Guiding question:</strong></td>
<td></td>
</tr>
<tr>
<td>• What progress have you made so far towards meeting your goals set in your Professional Growth Proposal?</td>
<td></td>
</tr>
<tr>
<td>3. Present feedback and provide tangible next steps for improvement and goals for the next informal observation.</td>
<td></td>
</tr>
<tr>
<td>4. Encourage the teacher to take notes regarding feedback and next steps in BloomBoard.</td>
<td></td>
</tr>
</tbody>
</table>
# Classroom Observation Measure: Unscheduled Observation and Debrief

## Unscheduled Observation

**Purpose:**
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.

**Timing:**
- Determined by administrator
- 25-30 minutes
- Both Unscheduled Observations need not occur prior to the Scheduled Observation.

## Debrief

**Purpose:**
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.

**Timing:**
- 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
1. Refer to the teacher’s PGP goals prior to conducting the observation.
2. Observe and script student and teacher dialogue and actions/interactions.

### Teacher Responsibilities
After the Observation:
1. Align (tag) evidence to CRTF indicators on BloomBoard
2. Share tagged evidence using BloomBoard within 24 hours of the observation (best practice)
3. Schedule a post-observation debrief within 3 working days of the observation (recommended best practice)

## Debrief

### Administrator Responsibilities
1. Listen and pose questions for reflection
   - **Guiding questions:**
     - What was successful about your lesson execution? How do you know these parts were successful?
     - What improvements would you make to this lesson and how would those changes impact student learning?
2. Discuss the teacher’s PGP goal indicators (if observed)
   - **Guiding question:**
   - What progress have you made so far towards meeting your goals set in your Professional Growth Proposal?
3. Be prepared to discuss tentative ratings for indicators your are focusing on for the debrief
4. Discuss indicators for which no evidence was collected
5. Present feedback and provide tangible next steps for improvement
6. Encourage the teacher to take notes regarding feedback and next steps in BloomBoard.

### Teacher Responsibilities
1. Discuss the observation and your reflection with your administrator, especially as it may relate to your PGP goals.
2. Take notes in BloomBoard on feedback and next steps.
Classroom Observation Measure:

Pre-Observation Conference

<table>
<thead>
<tr>
<th>PURPOSE</th>
<th>TIMING</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>In conference: 30 minutes • Must be scheduled with at least 10 work days advanced notice • Must occur no less than 3 work days prior to the Scheduled Observation</td>
</tr>
</tbody>
</table>

APPLICABLE CRTF INDICATORS

Domain 1: Data-Driven Planning and Assessing Student Learning

BEFORE THE CONFERENCE

<table>
<thead>
<tr>
<th>Administrator Responsibilities</th>
<th>Teacher Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bucket and share evidence 2 days prior to the Pre-Observation Conference</td>
<td>1. Create an original Green Dot Lesson Plan that describes the lesson you plan on teaching during your Scheduled Observation</td>
</tr>
<tr>
<td>2. Rate evidence prior to the Pre-Observation Conference</td>
<td>2. Upload the Lesson Plan to BloomBoard 4 days prior to the Pre-Observation Conference</td>
</tr>
<tr>
<td>3. Prepare a coaching conversation around applicable Domain 1 indicators • SpEd: o If observing Academic Success (or other content support class) review the “Considerations for Academic Success Teachers” at the bottom of the Lesson Plan Template. o 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.</td>
<td>3. Self-rate Domain 1 indicators using bucketed evidence in BloomBoard prior to the Pre-Observation Conference. • SpEd: o 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 o 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.</td>
</tr>
</tbody>
</table>

DURING THE CONFERENCE

- 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 share Domain 1 ratings and discuss the ratings using the presented evidence and the CRTF as the basis of discussion. o 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 PGP goals as relevant to this lesson.

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Classroom Observation Measure:  
**Scheduled Observation**

<table>
<thead>
<tr>
<th>PURPOSE</th>
<th>TIMING</th>
</tr>
</thead>
</table>
| 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 Observation. | Scheduled Observation:  
- When feasible, administrator and teacher coordinate the time  
- Minimum of 45 minutes  
- Both Unscheduled Observations need not occur prior to the Scheduled Observation. |

**APPLICABLE CRTF INDICATORS**

<table>
<thead>
<tr>
<th>Domain 2: The Classroom Learning Environment</th>
<th>Domain 3: Instruction</th>
</tr>
</thead>
</table>

### DURING SCHEDULED OBSERVATION

<table>
<thead>
<tr>
<th>Administrator Responsibilities</th>
<th>Teacher Responsibilities</th>
</tr>
</thead>
</table>
| 1. Refer to the teacher’s PGP goals prior to conducting the observation.  
2. Observe and script student and teacher dialogue and actions/interactions. | |  
| **After the Observation:**  
3. Align (tag) evidence to CRTF indicators on BloomBoard  
4. Share tagged evidence using BloomBoard within 24 hours of the observation (best practice)  
5. Schedule a post-observation debrief within 7 working days of the observation | |

### AFTER SCHEDULED OBSERVATION

<table>
<thead>
<tr>
<th>Administrator Responsibilities</th>
<th>Teacher Responsibilities</th>
</tr>
</thead>
</table>
| 1. Listen and pose questions for reflection  
**Guiding questions:**  
- *What was successful about your lesson execution? How do you know these parts were successful?*  
- *What improvements would you make to this lesson and how would those changes impact student learning?*  
2. Discuss the teacher’s PGP goal indicators (if observed)  
**Guiding question:**  
- *What progress have you made so far towards meeting your goals set in your Professional Growth Proposal?*  
3. Be prepared to discuss tentative ratings for indicators your are focusing on for the debrief  
4. Discuss indicators for which no evidence was collected  
5. Present feedback and provide tangible next steps for improvement  
6. Encourage the teacher to take notes regarding feedback and next steps in BloomBoard. | 1. Discuss the observation and your reflection with your administrator, especially as it may relate to your PGP goals.  
2. Take notes in BloomBoard on feedback and next steps. |
**Classroom Observation Measure:**

**Post-Observation Conference**

<table>
<thead>
<tr>
<th>PURPOSE</th>
<th>TIMING</th>
</tr>
</thead>
</table>
| 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
• 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, constantly revising practice to increase effectiveness

### BEFORE THE CONFERENCE

<table>
<thead>
<tr>
<th>Administrator Responsibilities</th>
<th>Teacher Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review teacher-submitted materials (Student Work Samples and Post-Observation Reflection)</td>
<td>1. 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)</td>
</tr>
<tr>
<td>2. Tag evidence to CRTF Domain 2, Domain 3, and indicators 4.1a and 4.1b, then share the evidence</td>
<td>2. Submit the Post-Observation Reflection questions on BloomBoard</td>
</tr>
<tr>
<td>3. Rate CRTF indicators 4.1a and 4.1b in BloomBoard</td>
<td>3. Use administrator’s shared evidence to self-rate indicators 4.1a and 4.1b on BloomBoard</td>
</tr>
<tr>
<td>4. You may add comments to remind yourself of talking points. If you keep these private, refer to them on your computer during the conference</td>
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</tr>
<tr>
<td>5. Prepare a coaching conversation around focus indicators</td>
<td>5. Recommended: Share self-ratings with administrator on BloomBoard</td>
</tr>
</tbody>
</table>

### 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 share ratings in Bloom Board 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 Professional Growth Proposal. If necessary, the administrator will provide specific next steps and any necessary resources for professional development.

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Classroom Observation Measure:
Post Observation Reflection

**Instructions:**
Answer the following questions in BloomBoard no later than 2 working days prior to your Post-Observation Conference. The answers to the questions will be used as evidence to determine your ratings in CRTF indicators 4.1a and 4.1b.

Along with the reflection questions, submit student work samples (high, medium, low) from the observed lesson by uploading them to BloomBoard or providing copies of them directly to your administrator.

Group 1, 2, and 3 teachers will be rated in 4.1a and 4.1b during their On Semester to ensure ongoing reflection and analysis of practice.

**4.1A**
1. Did the students meet the learning objective? What data or evidence supports your judgment?
2. How would you describe the effectiveness of specific learning experiences and/or strategies in this lesson? What evidence supports your judgment?

**4.1B**
1. What specific suggestions would you have to improve this lesson?
2. Based on your reflection on this lesson, what are your future instructional plans?
3. Based on your reflection on this lesson, how will you improve specific instructional practices?

**Review the language of Indicators 4.1a and 4.1b below to ensure your answers to the questions align to the expectations of the rubric.**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicator</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>A) Accuracy</td>
<td>The teacher does not know the degree to which the lesson or its elements, was effective.</td>
<td>The teacher has an accurate impression of the lesson’s effectiveness and success in meeting the instructional goals, but does not cite data to support the judgment. OR The teacher makes a somewhat accurate assessment of the effectiveness of specific learning experiences and strategies citing evidence to support judgments.</td>
<td>The teacher makes an accurate assessment of a lesson’s effectiveness and success in meeting the instructional goals, citing data to support the judgment. AND The teacher makes an accurate assessment of the effectiveness of specific learning experiences and strategies citing evidence to support judgments.</td>
<td>All of level 3 and... The teacher makes an accurate assessment of a lesson’s effectiveness and success in meeting the instructional needs of subgroups or individuals.</td>
</tr>
<tr>
<td></td>
<td>B) Use in future planning</td>
<td>The teacher does not make suggestions about how the lesson could be improved.</td>
<td>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 or specific instructional practices.</td>
<td>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. AND The teacher explains how their specific instructional practices can be improved.</td>
<td>All of level 3 and... The teacher explains future plans for differentiated instruction based on results of this lesson.</td>
</tr>
</tbody>
</table>
Evaluator Name:  
Teacher Name:  
School:  

**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:** ☒ ☑ ☑

**Instructions:**

Please provide us with feedback for the teacher listed above by rating the teacher on the indicators below (if "Self" is listed, please rate yourself). Your ratings on these indicators will provide your peers with feedback for how they can develop in their professional practice. We are also asking you to self-rate. These scores will allow you to compare your ratings against those of your peers and administrators. Remember, the 360 survey only measures indicators 4.1c-4.3e of the CRTF. **In order to complete this task, please refer to the yellow sheet included in this packet. It details the language of the rubric which will allow you to determine ratings for each indicator.**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
<th>Level IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1C: Use of feedback</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.2A: Participation in a professional community</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.2B: Professional development</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.2C: Participation in the school community</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.3A: Unwavering belief in all students' potential</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.3B: Passion for excellence</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.3C: Personal responsibility</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.3D: Respect for others and community</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.3E: All stakeholders critical to process</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Green Dot Student Survey 2016

Student Name: 
Teacher Name: 
Course Name: 
School: 

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 soaking through the paper.
• Make solid marks that fill the response completely.
• Make no stray marks on this form.

1. My teacher pushes us to keep trying when the work gets hard. [SD DA SA]
2. My teacher believes in my ability to succeed and expects the best from me. [SD DA SA]
3. My classmates behave the way my teacher wants them to. [SD DA SA]
4. My teacher responds fairly to all student behavior. [SD DA SA]
5. My teacher sets clear expectations for my behavior in this class. [SD DA SA]
6. My teacher treats my classmates and me with respect. [SD DA SA]
7. Students in this class treat the teacher with respect. [SD DA SA]
8. Students in this class treat each other with respect. [SD DA SA]
9. Our class has routines and procedures that my classmates know how to follow. [SD DA SA]
10. Our class uses the whole period for learning. [SD DA SA]
11. My teacher explains the objective or purpose of each day’s lesson. [SD DA SA]
12. My teacher explains how today’s lesson connects to what we learned before and what we will learn in the future. [SD DA SA]
13. My teacher wants us to use our thinking skills, not just memorize things. [SD DA SA]
14. My teacher moves at the right speed for me to learn, not too fast and not too slow. [SD DA SA]
15. My teacher explains how I can prove what I learned in each day’s lesson. [SD DA SA]
16. My teacher makes lessons interesting. [SD DA SA]
17. My teacher expects all students to answer questions. [SD DA SA]
18. My teacher asks questions that make me think. [SD DA SA]
19. My teacher expects us to use academic vocabulary in class. [SD DA SA]
20. My teacher expects us to explain our ideas to each other or the class. [SD DA SA]
21. When we work alone or in small groups, my teacher expects me to participate. [SD DA SA]
22. The teacher uses materials and resources that help me learn. [SD DA SA]
23. My teacher checks to make sure we understand the lesson. [SD DA SA]
24. During class, my teacher lets us know if we are getting it, and helps us if we are not getting it. [SD DA SA]
25. My teacher asks me to think about what I understand and what I am still confused about. [SD DA SA]
26. Teachers and administrators treat me with respect. [SD DA SA]
27. I feel safe at this school. [SD DA SA]
28. The school has high expectations for me to succeed academically. [SD DA SA]
29. This school is preparing me for college. [SD DA SA]
30. This school is preparing me for my future. [SD DA SA]
31. I would recommend this school to a friend. [SD DA SA]
Green Dot Family Survey 2015-16

**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!

**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:** ✗ ☑ ☒

**School:**

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

- [Y] Yes
- [N] No

**1. The communication I receive from the teachers at this school is easy to understand.**
La comunicación que recibo de los maestros en esta escuela es fácil de entender.

**2. Teachers at this school contact me regularly about my student’s academic progress.**
Los maestros en esta escuela me contactan regularmente sobre el progreso académico de mi estudiante.

**3. Teachers at this school have returned my calls and/or emails within 48 hours (excluding weekends/holidays).**
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).

**4. Teachers at this school have been willing to meet with me about my student.**
Los maestros de esta escuela han estado dispuestos a reunirse conmigo acerca de mi estudiante.

**5. The teachers at the school encourage me to work with them to help my child learn.**
Los maestros de la escuela me animan a trabajar con ellos para ayudar a mi estudiante a aprender.

**6. Teachers at this school have provided me with strategies to support my student’s success in school.**
Los maestros de esta escuela me han proporcionado estrategias para apoyar el éxito de mi estudiante en la escuela.

**7. Teachers at this school have helped me to help my student get ready for next step in their education.**
Los maestros en esta escuela me han ayudado a ayudar a mi estudiante a prepararse para el siguiente paso en su educación.

**8. Teachers at this school have helped my student set high academic goals.**
Los maestros en esta escuela han ayudado a mi estudiante a fijarse metas académicas altas.

**9. Teachers at this school have helped my student to meet his/her academic goals.**
Los maestros de esta escuela han ayudado a mi estudiante a lograr sus metas académicas.

**10. This school has involved me in my student’s education.**
Esta escuela me ha involucrado en la educación de mi estudiante.

**11. This school has shown interest in my needs as a parent.**
Esta escuela ha mostrado interés en mis necesidades como padre.

**12. My child is gaining access to a better education than at a traditional public school.**
Mi hijo/a tiene acceso a una mejor educación que la que provee una escuela pública tradicional.

**13. This school provides a safe environment for my student.**
Esta escuela provee un ambiente seguro para mi estudiante.

**14. I would recommend this school to a friend.**
Yo recomendaría esta escuela a un amigo.
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 calendar year and my most recent Summative Score shall be used to determine group placement;
3. If I am a Group 3 or Group 4 teacher who does not receive a Summative Score for the school year, my group status shall not change;
4. Any student or 360° survey completed during my LOA will not impact my teacher effectiveness rating; and
5. This document and any attachments will be placed in my personnel file.

____________________  ______________________  _________________  _________
Teacher Name       Teacher Signature       School Name       Date

____________________  ______________________  _________________  _________
Evaluator Name     Evaluator Signature      School Name       Date
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

<table>
<thead>
<tr>
<th>Date of Summative Conference</th>
<th>Date of Submission</th>
</tr>
</thead>
</table>

In order for Green Dot to change any score in BloomBoard, we need to locate your Observation Cycle via its unique numerical identifier.

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

Example: https://apps.bloomboard.com/CoachFormalObservations/index?20676

<table>
<thead>
<tr>
<th>Fill-in your 5 digit BB Observation Number:</th>
</tr>
</thead>
</table>

**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 Ed Team Assistant – Alma Reyes at alma.reyes@greendot.org with “3rd rater request” in the subject line.

<table>
<thead>
<tr>
<th>Standard &amp; Indicator</th>
<th>Language of the indicator</th>
<th>Evidence Collected</th>
<th>Admin Rating</th>
<th>Teacher Rating</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1a</td>
<td>Establish standards-based learning objectives for instructional plans: Selection of Learning Objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 numbers will be changed in BloomBoard at the request of Ms. Gonzalez.

### 3rd Rater Review Determination & Rationale

<table>
<thead>
<tr>
<th>Fill in the indicator</th>
<th>Final Rating</th>
<th>Rationale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator 1:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator 2:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator 3:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 changes to evaluation scores will be reflected on BloomBoard 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:**
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 450 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)/450 (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)/450 (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)/450 (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 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 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:

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:

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 $_________

Other (explain)

______________________________________________________
Principal’s Signature Date

______________________________________________________
Teacher’s Signature Date
APPENDIX D
MEMORANDUM OF UNDERSTANDING
BETWEEN
ASOCIACIÓN DE MAESTROS UNIDOS
AND
GREEN DOT PUBLIC SCHOOLS CALIFORNIA

TEACHER/COUNSELOR STIPEND POSITIONS FOR THE 2016-2017 SCHOOL YEAR

This Memorandum of Understanding ("MOU") between Asociación de Maestros Unidos ("AMU") and Green Dot Public Schools California ("GDPSMC," 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. All 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, GDPSMC'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, GDPSMC 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 2016 and June 2017).

2. Subject to the provisions of this paragraph or as specifically designated in the column titled "Stipend, Application Deadline & Contact" below, all stipends shall be remitted by GDPSMC. Stipends Designated as remitted by the school site for the Alumni Champion position will be from funds designated outside of the school's stipend committee. All other designated school site stipends, or recommended stipend amounts are determined by the stipend committee.

3. GDPSMC shall provide AMU with a calendar of meetings, trainings, and other events relevant to stipend positions available to AMU members by April 1, 2015. Such events shall be open to AMU officers to attend as observers and potential presenters.

4. This MOU shall become effective upon full execution thereof and, absent a written agreement between the Parties, shall sunset on June 30, 2017.

5. 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.
<table>
<thead>
<tr>
<th>Position</th>
<th>Deliverables</th>
<th>Commitment</th>
<th>Selection Criteria</th>
<th>Stipend, Application Deadline &amp; Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni Champions</td>
<td>Alumni Champions will:</td>
<td>• Attend a 6 hour summer training</td>
<td>1 teacher or counselor per school site</td>
<td>• Recommended stipend: $2500 (paid by the school site)</td>
</tr>
<tr>
<td>1 Summer Training day + 2016-2017</td>
<td>• Utilize Alumni Data Tracking system to track and support a caseload of alumni from your school site to monitor college persistence and increase post-secondary attainment among Green Dot graduates</td>
<td>• Date: July 22, 2016</td>
<td></td>
<td>• A $500 stipend will be paid for AC that attend the overnight</td>
</tr>
<tr>
<td></td>
<td>• Collaborate with school site staff and admin on 6-12 college readiness (in Advisory or College Readiness classes)</td>
<td>• Support and help facilitate 1 Summer Melt Alumni Workshop (Workshop is 2 hrs long)</td>
<td></td>
<td>• Application Due May 20, 2016</td>
</tr>
<tr>
<td></td>
<td>• Support and recruit for Alumni Events in coordination with the College and Success Coordinator</td>
<td>• Dates: June 7, 2016, June 21, 2016 or July 22, 2016</td>
<td></td>
<td>• Janneth Johnson</td>
</tr>
<tr>
<td></td>
<td>• Support and help facilitate 2-4 summer alumni workshops</td>
<td>• Several Alumni Champions will support and help facilitate a summer overnight</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Support the planning and implementation of Launch to College event</td>
<td>• Date: July 9, 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Attend 7 after school meetings (3:30-5:30) to discuss Alumni related events with College and Career Success Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Attend one full day Alumni Champion Planning Meetings (6 hours) during the Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• March 21, 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Attend 1 Launch to College Event (during the school day)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Counselor Professional Development Leaders** | **Counselor Leadership Developers will** | **Attend 2 full day Leader Trainings during the summer**  
  o June 9 and June 10 | **$3500**  
  * Application Due May 20, 2016  
  * Janneth Johnson |
|---|---|---|---|
| 2 Summer Training days + 2016-2017 | • Plan and facilitate Collaboration Days for Green Dot counselors with Director of Counseling and Student Services  
  • Facilitate bi-monthly (every other month) PLC sessions  
  • Support PLC cohort in problem solving and counselor related questions or concerns | • Attend 7 after school meetings (3:30-5:30) throughout the year in order to train and prepare for the Counselor PD workshops  
  o August 22, 2016  
  o September 26, 2016  
  o November 14, 2016  
  o January 10, 2017  
  o February 13, 2017  
  o March 20, 2017  
  o May 8, 2017 | |
| | | • Facilitate 4 PLC meetings  
  o October 6, 2016  
  o November 9, 2016  
  o March 8, 2017  
  o May 10, 2017 | |
| | | • Facilitate a portion of All Green Dot Days  
  o September 19, 2016  
  o October 24, 2016  
  o January 9, 2017  
  o February 1, 2017 (minimum day)  
  o April 24, 2017 | |
| | | | 3 counselors |
## Green Dot Teacher & Counselor Leadership Positions 2016-2017
### Summary Timeline and Deliverables

<table>
<thead>
<tr>
<th>Demo Class-Teachers 2016-2017</th>
<th>Demo Class Teachers will:</th>
<th>3-5 teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Coordinate with Facilitator to schedule observations throughout the school year</td>
<td>Number of Demo teachers will depend on Demo Teacher Application pool</td>
</tr>
<tr>
<td></td>
<td>- Provide lesson plans 4 days prior to each observation and share all lesson materials with guest teachers during observations</td>
<td>Highly Effective teachers will be invited to apply for this role by the Educator Effectiveness Team. Teachers will fill-out an application and be observed teaching prior to being selected.</td>
</tr>
<tr>
<td></td>
<td>- Agree to additional filming sessions, accompanied with relevant lesson plans, reflection, and media release forms</td>
<td>$3500</td>
</tr>
<tr>
<td></td>
<td>- Promptly coordinate and communicate with the TESS facilitator and site administrator via email</td>
<td>Application Due May 20, 2016</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Green Dot Instructional Leadership Team (GDILT) 2 summer Summer Training days + 2016-2017</th>
<th>GDILT will be trained in:</th>
<th>6 Department chairs per school (English, History, Math, Science, SpEd, Elective)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Leadership skills</td>
<td>Selected at the school site level</td>
</tr>
<tr>
<td></td>
<td>- Observation &amp; feedback protocols-</td>
<td>This position is paid for by a school site stipend and a Home Office stipend</td>
</tr>
<tr>
<td></td>
<td>- Facilitating effective data-related trainings at their school site</td>
<td>$400 Home Office stipend</td>
</tr>
<tr>
<td>GDILT will be responsible for:</td>
<td>5 Department chairs per school (English, History, Math, Science, SpEd, Elective)</td>
<td>Participants must sign and submit Participation Agreement to school principal by May 20, 2016</td>
</tr>
<tr>
<td></td>
<td>- Providing feedback and supporting GD academic programs</td>
<td>(Additional stipend to be determined by school site)</td>
</tr>
<tr>
<td></td>
<td>- Running effective departments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Supporting teacher practice</td>
<td></td>
</tr>
</tbody>
</table>

### GDILT Summer Training
- June 7th and 8th (8:30-3:30)
- No Afterschool Meetings
- Attend 3 ILT pull-out days (substitute teacher cost paid for by the school site)

### English and History:
- September 13, 2016
- January 17, 2017
- March 7, 2017

### Math
- September 7, 2016
<table>
<thead>
<tr>
<th>Professional Development Leaders (PDLs)</th>
<th>PD Leaders will be trained in:</th>
<th>PD Leaders will be responsible for:</th>
<th>26 teachers All subject areas at middle and high school level</th>
<th>$3500 Application Due May 20, 2016 Dan Helenius</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Summer Training days + 2016-2017</td>
<td>• Basic adult learning theory</td>
<td>• Attend 2 mandatory summer training days in the summer (12 hours)</td>
<td>• Attend 7 afterschool meetings (4:30-7:00) throughout the year in order to train and prepare for All Green Dot.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guiding Principles of Professional Development</td>
<td>• June 9 and June 10</td>
<td>• August 22, 2016</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Common Core State Standards</td>
<td>• Attend 7 afterschool meetings (4:30-7:00) throughout the year in order to train and prepare for All Green Dot.</td>
<td>• September 26, 2016</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• College Ready Teaching Framework</td>
<td>• Attend 7 afterschool meetings (4:30-7:00) throughout the year in order to train and prepare for All Green Dot.</td>
<td>• November 14, 2016</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Attend 7 afterschool meetings (4:30-7:00) throughout the year in order to train and prepare for All Green Dot.</td>
<td>• January 10, 2017</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Attend 7 afterschool meetings (4:30-7:00) throughout the year in order to train and prepare for All Green Dot.</td>
<td>• February 13, 2017</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Attend 7 afterschool meetings (4:30-7:00) throughout the year in order to train and prepare for All Green Dot.</td>
<td>• March 20, 2017</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Attend 7 afterschool meetings (4:30-7:00) throughout the year in order to train and prepare for All Green Dot.</td>
<td>• May 8, 2017</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Facilitate 5 AGD 1/2 Days (15.5 hours). Coaching and consulting during the second half of the day.</td>
<td>• September 19, 2016</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Facilitate 5 AGD 1/2 Days (15.5 hours). Coaching and consulting during the second half of the day.</td>
<td>• October 24, 2016</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Facilitate 5 AGD 1/2 Days (15.5 hours). Coaching and consulting during the second half of the day.</td>
<td>• January 9, 2017</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Facilitate 5 AGD 1/2 Days (15.5 hours). Coaching and consulting during the second half of the day.</td>
<td>• February 1, 2017 (minimum day)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Facilitate 5 AGD 1/2 Days (15.5 hours). Coaching and consulting during the second half of the day.</td>
<td>• April 24, 2017</td>
<td></td>
</tr>
<tr>
<td>GD English Learner Lead</td>
<td>EL Leads will be trained in:</td>
<td>One teacher per school site</td>
<td>$500 Home Office Stipend</td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------------------</td>
<td>-----------------------------</td>
<td>--------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| 1 Summer Training day + 2016-2017 | - Instructional strategies to support English Learners  
- Federal requirements for assessing and monitoring the progress of ELs  
- Methods of developing meaningful opportunities for EL parental engagement | Selected at school site level | Participants must sign and submit Participation Agreement to Jennifer Freeman by May 20, 2016 |
| | EL Leads will be responsible for: | This position is paid for by a school site stipend and a Home Office stipend | |
| | - Supporting school-wide awareness and understanding of EL needs by delivering school site PDs that focus on EL supports and by collaborating with the ILT to connect EL strategies to weekly school site PD.  
- Collaborating with administration and teachers to assess and monitor ELs by supporting CELDT motivation and reflection, facilitating distribution of EL passports and assisting with monitoring of ELs and reclassified students on a quarterly basis.  
- Building parent communication by co-facilitating the Parent EL committee (DELAC) | | |
| | - Attend 1 summer meeting - 6.5 hours  
  - July 18, 2016 | | |
| | - Attend 4 Quarterly EL Lead Meetings after school (4:30pm -6:30 pm at Henry Clay Learning Complex)  
  - September 28, 2016  
  - November 9, 2016  
  - February 8, 2017  
  - May 10, 2017 | | |
| | - Meet Quarterly with the EL Coordinator at teacher's school site (one hour meeting during teacher's prep period or after school)  
- Meet monthly with an administrator on campus | | |

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### Green Dot Teacher & Counselor Leadership Positions 2016-2017
#### Summary Timeline and Deliverables

<table>
<thead>
<tr>
<th>Position</th>
<th>Deliverables</th>
<th>Funding</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Special Education Academic Success Working Team | * Create Academic Success lessons for grades 6-12 to add to the current curriculum that address Common Core standards and prepare students for the SBAC. * Develop AS Mini Lessons during 5 Days of summer planning (6 hrs/day)  
  - June 13-June 17, 2016  
  - Facilitate professional development for New Sped. AS Teachers 2 times per year  
  - July 21, 2016  
  - February 7, 2017  
  - Open Academic Success classroom for other teachers who are interested in observing successful implementation of the program | 4       | $1,500  
  - Application Due May 20, 2016  
  - Susana Campo |
| Summer Position with extension through school year | Contingent upon grant funding                                                                                                                                                                             |         |                                            |
| Contingent upon grant funding                 |                                                                                                                                                                                                              |         |                                            |
| Special Education Co Teaching Advisor         | * Develop Professional Development for Special Education teachers on best practices for implementation of a co-teaching model * 5 Days of summer planning (6 hours per day)  
  - June 13-June 17, 2016  
  - Quarterly Preparation Meeting (4 meetings, 3 hrs per meeting)  
  - Dates will be co-determined during summer meetings  
  - Design and Facilitate PD 2 times/year  
  - October 11, 2016  
  - February 14, 2017 | 2       | $2000  
  - Application Due May 20, 2016  
  - Susana Campo |
| Summer Position with extension through school year | Contingent upon grant funding                                                                                                                                                                             |         |                                            |
| Contingent upon grant funding                 |                                                                                                                                                                                                              |         |                                            |
| Special Education Curriculum and Assessment Advisor | * Develop Professional Development for Special Education teachers on how to collaborate with general education teachers on the * 5 Days of summer planning (6 hours/day)  
  - June 13-June 17, 2016  
  - Quarterly Preparation Meeting (4 meetings, 3 hrs per meeting)  
  - Dates will be co-determined during summer meetings  
  - Design and Facilitate PD 2 times/year  
  - October 11, 2016  
  - February 14, 2017 | 1       | $1500  
  - Application Due May 20, 2016 |

Page 8 of 14
**Green Dot Teacher & Counselor Leadership Positions 2016-2017**

**Summary Timeline and Deliverables**

| Summer Position with extension through school year Contingent upon grant funding | implementation of accommodations and modifications for curriculum and assessment | meetings, 3 hours per meeting  
- Dates will be co-determined during summer meetings  
- Design and Facilitate PD 2 times/year  
  - November 8, 2016  
  - April 18, 2017 |  
- Susana Campo |
|---|---|---|---|
| **Steering Committees 2016-2017** | Steering Committee members will  
- Provide recommendations to the Evaluation committee for improvements to be made to Article XXI (evaluation) of the contract  
- Collaborate with AMU members, administrators and home office members to create recommended documents that would support the recommendations for Article XXI revisions | Attend between 2 and 6 half-day Steering Committee Meetings at the home office.  
- Report to home office or school site for the other half of the day  
- Dates: TBD depending on Steering Committee members availability | Between 1-4 AMU members (total) from pilot schools  
- Formation of Steering Committees are based on the Evaluation Committee's recommendation. |  
- $50 planning stipend per day  
- $32/hour for meeting time spent beyond the contractual work day  
- Rolling applications in 2016-2017  
- No current positions  
- Julia Fisher |
| **Teacher PD Advisors 2016-2017** |  
- Observe PD both within and outside of the organization to help inform best practices on professional development across the organization | Participate in a maximum of two school visits to observe PD (sub costs and travel costs paid for)  
- Dates: TBD |  
- 4 Highly Effective teachers  
- PDL and GDILT experience required |  
- $500  
- Two year position (15-16 & 16-17), no new hires  
- Daniel Helenius |

**New Positions for 2016-2017**
| Advisory Working Team | • Observe Advisory classrooms in several schools  
• Provide feedback on Advisory Curriculum, Best Practices for development and implementation of a successful Advisory program. | • 4 meetings throughout the year during the school day  
  o Participants will be subbed out for a full school day  
  o Dates chosen collaboratively, based on participant's availability and Advisory schedules | • 5 Advisory Lead Teachers/Counselors | • Stipend: $50/day paid in December and June  
  • Lunch provided  
  • Application due May 20, 2016  
  • Janneth Johnson |
| --- | --- | --- | --- | --- |
| Spanish Curriculum Development & Review Team 2016-2017 | • Development and review of course materials including but not limited to: scope and sequence, sample unit plans, and sample lesson plans.  
• Finalization of curricular documents. | • 7-8 meetings / 3 hours per meeting (4:00pm-7:00pm)  
• Dates chosen collaboratively, based on participant's availability | • 4 Spanish teachers | • Stipend: $32/hour paid in December and June  
  • Max: $768  
  • Application Due May 20, 2016  
  • Veronica Robinson |
| Visual Arts Curriculum Development & Review Team 2016-2017 | • Development and review of course materials including but not limited to: scope and sequence, sample unit plans, and sample lesson plans.  
• Finalization of curricular documents. | • 7-8 meetings / 3 hours per meeting (4:00pm-7:00pm)  
• Dates chosen collaboratively, based on participant's availability | • 4 Visual Arts teachers | • Stipend: $32/hour paid in December and June  
  • Max: $768  
  • App: Due May 20, 2016  
  • Rosa Joo |
### Green Dot Teacher & Counselor Leadership Positions 2016-2017

#### Summary Timeline and Deliverables

<table>
<thead>
<tr>
<th>AEE Revision Team</th>
<th>Summer Only</th>
<th>4 AEE Teachers</th>
</tr>
</thead>
</table>
|                   | • Review previous AEE curriculum and suggested changes from former AEE teachers and Lit Team for revision. | • Attend four summer, six hour working meetings  
  o June 13, 2016  
  o June 15, 2016  
  o July 14, 2016  
  o July 15, 2016 | • Stipend $32/hour paid in full: July 2016  
  • Max: $768  
  • Application Due May 20, 2016 |
|                   | • Create 1-2 CC aligned assessments and a few elements of the curriculum for one quarter of instruction | • Each meeting will be 6 hours with work time embedded. |
| NGSS Transition Team 2016-2017 | 5 meetings during the school year/ 3 hours per meeting (4:00-7:00pm)  
  o September 14, 2016  
  o November 16, 2016  
  o January 18, 2017  
  o March 15, 2017  
  o May 17, 2017 | 6 Science Teachers |
|                   | • Provide feedback on NGSS Transition plan  
  • Focus on curriculum, assessments, pathways, and professional development | • Stipend: $32/hour paid in December and June  
  • Max: $480  
  • Application Due May 20, 2016 |
| Sheltered ELA Revision Committee Summer 2015 | 7 teachers  
  • Review Core Curriculum for 6-12th grade.  
  • Provide feedback on curriculum maps to help curriculum specialists identify areas in the curriculum for revision.  
  • Revise the first unit of the course to meet Sheltered course criteria | • $400 stipend per teacher -  
  • Due April 17, 2015 |
| Work Completed in 15-16 | 5 meetings during the school year/ 3 hours per meeting (4:00-7:00pm)  
  o September 14, 2016  
  o November 16, 2016  
  o January 18, 2017  
  o March 15, 2017  
  o May 17, 2017 | • Annette Gonzalez |
# Green Dot Teacher & Counselor Leadership Positions 2016-2017

## Summary Timeline and Deliverables

<table>
<thead>
<tr>
<th>National Expansion Leadership Collaborative (NELC) Liaison</th>
<th>2015-2016 + Potential Summer Travel (3 days to WA or TN)</th>
<th>Program unable to be executed in WA and TN</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Co-Plan and Facilitate PD during Summer Summits in Memphis and Tacoma (working with teacher leaders to better understand Green Dot model of teacher leadership)</td>
<td>• Host Memphis or Tacoma teachers in your school and classroom twice/year (max of 2 days each) during Fall and Spring Immersions</td>
<td>• Sub costs will be paid for, teacher will not be docked personal/sick days for this time</td>
</tr>
<tr>
<td>• Readily communicate with cohort of Memphis Teacher Voice teachers</td>
<td>• Flight, hotels and food will be paid for (teachers to keep receipts and expense any covered costs)</td>
<td></td>
</tr>
<tr>
<td>• Participate in social activities during Memphis and Tacoma's Immersions in Los Angeles (lunch and dinner)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Participate in monthly Virtual Learning Community + Book Talk with Green Dot Memphis and Tacoma teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Requires completing monthly reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Participating in monthly phone calls/Google Hangouts</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Curriculum Review Team</th>
<th>2015-2016 Duties of the CCRT rolled into the GDILT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide feedback on course curriculum maps for core content courses (ELA, History, Math &amp; Science)</td>
<td>• Provide feedback on resources created to support the implementation of course curriculum maps</td>
<td></td>
</tr>
<tr>
<td>• Provide feedback on assessments created to support the course curriculum maps</td>
<td>• Attend 2 meetings (1/semester) from 4:30-7:00</td>
<td>24 teachers</td>
</tr>
<tr>
<td></td>
<td>o January 21, 2014</td>
<td>3 teachers per content area HS</td>
</tr>
<tr>
<td></td>
<td>o April 28, 2015</td>
<td>3 teachers per content area MS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Green Dot Induction Program Coach</th>
<th>Candidate will be trained in:</th>
<th>Candidate will be responsible for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Formative assessment systems</td>
<td>• Attend eight 1 ½ hour scheduled meetings for training and support of the participating teacher.</td>
<td>• 3-4 teachers per school site as needed</td>
</tr>
<tr>
<td>• How to support participants</td>
<td>• Meet weekly with participants to support program requirements and activities.</td>
<td></td>
</tr>
<tr>
<td>• Building trusting and reflective relationships with participants</td>
<td>• Review and comment on participant’s portfolio prior to submission</td>
<td></td>
</tr>
</tbody>
</table>

| 4 teachers Must have Green Dot ILT and Demo or PDL experience to apply | 4 teachers | $1000 per year |
| Due April 17, 2015 | Julia Fisher |

| 24 teachers | $450 stipend per teacher |
| Due April 17, 2015 | Annette Gonzalez |

| 3 teachers | $1500 per teacher served (max 2 teachers per coach) |
| Participation Agreement due April 17, 2015 | Katherine |
## Green Dot Teacher & Counselor Leadership Positions 2016-2017
### Summary Timeline and Deliverables

| Ed Team members or part-time employees | Assisting participants in developing professional goals  
Assisting participants in the development of induction portfolio required to clear credential.  
Providing teacher feedback on program activities and requirements.  
Communicating with school administrators and program leaders | Complete a variety of online Teacher Induction program surveys. | Tolliver |
|---------------------------------------|----------------------------------------------------------------------------------------------------------|-------------------------------------------------|---------|

| New Teacher Mentors  
2015-2016  
Role exists at the school site but won't require additional meetings stipended for by the home office | NTMs will be trained in:  
- Phases of new teacher development  
- Adult learning theory  
- Best practices in new teacher induction  
- Peer coaching and professional development  
NTMs will be responsible for:  
- Coordinating new teacher site orientation activities with site administrators  
- Planning and implementing new teacher support meetings at the site  
- Providing professional development and peer observation and feedback to new teachers consistent with the recommended scope and sequence for beginning teachers | New mentors attend a one-day summer workshop in July  
- Date: TBD  
All mentors attend five afternoon meetings from 4:30-6:30pm during the school year –  
- Dates: TBD  
- September  
- October  
- January  
- February  
- May | Up to 1 teacher per school | $400  
- Chosen at School Site  
- Participants must sign and submit Participation Agreement to Kris Terry by May 15, 2015  
- (Additional stipend to be determined by school site) |
| Technology Pathways Review Team - Summer 2015 - Work accomplished last summer | Create technology curriculum  
Provide feedback on technology pathways  
Provide feedback on a host of resources developed for technology teachers | Attend 3 meetings  
- 3 hours each  
- Dates: TBD (dependent on schedules of participating teachers) | 2 tech teachers (1 middle school and 1 high school teacher) | $32/hour  
- Due April 17, 2015  
- Kyle Gouveia |
GREEN DOT PUBLIC SCHOOLS CALIFORNIA

Dr. Cristina de Jesus
President and Chief Executive Officer

Date: 5/23/16

ASOCIACIÓN DE MAESTROS UNIDOS

Salina Joiner
President

Date: 5/17/16
MEMORANDUM OF UNDERSTANDING
between
GREEN DOT PUBLIC SCHOOLS CALIFORNIA
and
ASOCIACIÓN DE MAESTROS UNIDOS/CTA/NEA

This Memorandum of Understanding ("MOU") is executed by and between Green Dot Public Schools California ("GDPS"") and Asociacion de Maestros Unidos/California Teachers Association/National Education Association ("AMU," referred to herein with GDPS as the "Parties") regarding a pilot program regarding the performance evaluation for GDPS's counselors ("Counselors") during the 2016-2017 school year ("Pilot").

RECITALS

A. WHEREAS, Article 21.2, Counselor Evaluation, of the collective bargaining agreement between the Parties ("CBA") describe and control the evaluation process for Counselors;

B. WHEREAS, the Parties desire to implement the Pilot to provide GDPS with a higher understanding of Counselors' performance and to explore more tangible support opportunities for Counselors to improve their performance;

C. WHEREAS, the attached College Ready Counseling Framework ("CRF") is an evaluation rubric that was collaboratively created, and updated on April 19, 2016, by the Parties;

D. WHEREAS, the CRF was utilized by GDPS as the primary evaluating tool in a small-scale, four-school Counselor evaluation pilot during the 2014-2015 school year;

E. WHEREAS, on or about March 11, 2016, GDPS's Counselor Steering Committee, which is comprised of representatives from GDPS and AMU, unanimously recommended that a subset of the CRF's indicators be utilized during the Pilot and that all CRF indicators be utilized if the Pilot is continued in school years beyond the sunset date specified herein; and

F. WHEREAS, on or about March 11, 2016, the Counselor Steering Committee also unanimously recommended that GDPS implement the Pilot during the 2016-2017 school year.

AGREEMENT

NOW, THEREFORE, the Parties hereby agree and intend to be contractually bound, as follows:

1. College Ready Counseling Framework

   A. During the Pilot, all Counselors will be evaluated by GDPS using the CRF.
B. During the Pilot, all middle-school Counselors will be evaluated on the following eleven (11) CRCF indicators:

1.1 (A) Use recommended tools to review data
1.1 (B) Analyze and interpret data correctly
1.1 (D) Accuracy
1.1 (E) Use in future planning
2.1 (A) Academic counseling

2.2 (A) Academic skills support

3.1 (C) Transition planning

4.1 (A) Provide counseling referral services
4.2 (B) Individual counseling
4.2 (C) Group counseling
4.2 (D) Mediation

C. During the Pilot, all high-school Counselors will be evaluated on the following eleven (11) CRCF indicators:

1.1 (A) Use recommended tools to review data
1.1 (3) Analyze and interpret data correctly
1.1 (3) Accuracy
1.1 (E) Use in future planning
2.1 (A) Academic counseling

2.2 (A) Academic skills support

3.1 (A) Career readiness and exposure
3.1 (B) Exploration of secondary and post-secondary options
3.1 (C) Transition planning
4.1 (A) Provide counseling referral services
4.2 (B) Individual counseling
II. Pilot Structure

A. CBA Article 21.2 shall be suspended during term of this MOU.

B. Fall Semester: OFF

1. During the Pilot's fall semester, Counselors will be considered "OFF", which means that they are not subject to a performance evaluation. The purpose of this fall (OFF) semester is to give Counselors and GDPSC administrators time to acclimate to the CRCF during Check-Ins (described below) and to become familiar with using BloomBoard, GDPSC's closed-circuit, online teacher/Counselor evaluation and support portal, during Individual Conferences (described below).

2. During this fall (OFF) semester, Counselors must submit SMART Goals (described below) and participate in an Individual Conference, a Mid-Semester Review (described below), and a minimum of two Check-Ins, but are not required to perform any other evaluation-related items that are performed during the spring (ON) semester (described below). Work performed during this fall (OFF) semester shall not be used to inform a Counselor's performance evaluation ratings in the spring (ON) semester.

C. Spring Semester: ON

1. During the Pilot's spring semester, Counselors will be considered "ON", which means that they are subject to a performance evaluation and receive evaluation ratings at the end of the semester during a Performance Evaluation Meeting (described below).

2. During this spring (ON) semester, Counselors must participate in an Individual Conference, a Mid-Semester Review, an Observation (described below), and a Performance Evaluation Meeting (preceded by submitting answers to reflection questions on BloomBoard, as described below) at or near the end of the spring (ON) semester. Check-Ins during this spring (ON) semester are optional.
III. Individual Conferences, SMART Goals, and Mid-Semester Review

A. Individual Conferences: An Individual Conference occurs within the first thirty (30) work days of each fall (OFF) and spring (ON) semesters and is scheduled by the Counselor’s evaluating administrator. During an Individual Conference, the administrator and Counselor will review his or her proposed SMART Goals and any progress made on those SMART Goals.

B. SMART Goals: The Counselor shall prepare a minimum of two (2) data-driven, CRCF-aligned SMART (specific, measurable, aligned, realistic, and time-bound) Goals on BloomBoard. Each SMART Goal may be a year-long or semester-long objective.

C. Fall (OFF) Semester: At least three (3) work days prior to the Individual Conference, the Counselor shall submit his or her two individualized SMART Goals on BloomBoard. The Counselor’s evaluating administrator shall review the Counselor’s SMART Goals during the Individual Conference.

D. Spring (ON) Semester: At least three (3) work days prior to the Individual Conference, the Counselor shall submit his or her two individualized SMART Goals on BloomBoard. A year-long SMART Goal submitted in the fall (OFF) semester may be used as SMART Goal submitted in the spring (ON) semester. If this timeline is not met, the Counselor shall receive a performance evaluation rating of a 1.0 for the corresponding CRCF indicator. The Counselor’s evaluating administrator shall review progress on the Counselor’s SMART Goals that were prepared in the fall (OFF) semester or spring (ON) semester during the Individual Conference.

E. Modifying SMART Goals: Any SMART Goal may be modified, at any time, by mutual agreement between the Counselor and his or her evaluating administrator. Any such modification shall be documened on BloomBoard during the Individual Conference.

F. Mid-Semester Review: During each fall (OFF) and spring (ON) semesters, the Counselor’s evaluating administrator shall schedule an independent Mid-Semester Review with each Counselor to review progress on the Counselor’s SMART Goals. The administrator should, but is not required to, schedule each Mid-Semester Review at least one month after the particular Counselor’s Individual Conference. The administrator shall provide the Counselor with at least five (5) work days notice in advance of the Mid-Semester Review. The Counselor shall bring evidence of progress on his or her SMART Goals (e.g., Tableau data, exit-slip data, qualitative data, agendas, or PowerPoint presentations) to the Mid-Semester Review. If the Counselor does not bring such evidence, the Counselor shall receive a performance evaluation rating of a 1.0 for the corresponding CRCF indicator. The administrator shall use BloomBoard to capture and share evidence during the Mid-Semester Review that aligns to CRCF indicators and will be used to help determine the Counselor’s evaluation ratings for the associated CRCF indicators.
IV. Observation and Observation Debrief

A. Observation

1. Counselors shall be observed once by his or her evaluating administrator in the spring (ON) semester for a minimum of fifteen (15) minutes ("Observation"). 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 BloomBoard to reduce to writing observations of dialogue and activities that occurred in the Observation ("Script"). The administrator shall use BloomBoard to share the Script with the Counselor within three (3) work days after the Observation.

4. The Observation shall be unscheduled and completed at least fifteen (15) work days prior to the last pupil day of the spring (ON) semester.

B. Observation Debrief

1. The Counselor’s evaluating administrator shall hold a meeting with the Counselor to discuss the Observation ("Observation Debrief") within seven (7) work days after the Observation.

2. The Observation Debrief shall include discussions regarding the Counselor’s performance based upon the Script and/or other evidence collected by the administrator.

V. Check-Ins

A. At many of GDPSC’s schools, administrators and Counselors (or counseling departments) have standing check-in meetings that occur at least once per month ("Check-In").

B. Fall (OFF) semester Check-Ins are mandatory. Spring (ON) semester Check-Ins are optional. Whenever a Check-In occurs, the evaluating administrator must capture and share evidence in BloomBoard of a Counselor’s performance that aligns to CRCF indicators. Administrators should, but are not required to, capture evidence during Check-ins once per quarter.

C. If a Check-In includes multiple Counselors during the spring (ON) semester, the evaluating administrator may use any individualized evidence collected during such Check-In for purposes of the corresponding Counselor’s performance evaluation.
VI. Performance Evaluation

A. Performance Evaluation Meeting

1. The Counselor’s evaluating administrator shall schedule a meeting with the Counselor at least ten (10) work days prior to the last pupil day of the spring (ON) semester to review his or her performance evaluation and its ratings ("Performance Evaluation Meeting").

2. At least three (3) work days prior to the Performance Evaluation Meeting, the Counselor shall respond to reflection questions that will be made available by GDPSC on BloomBoard. If this timeline is not met, the Counselor shall receive a performance evaluation rating of a 1.0 for the corresponding CRCF indicator. The answers to these reflection questions shall be based on the progress on the Counselor’s SMART Goals. The administrator shall align the Counselor’s answers to CRCF Indicators 1.1(D) (Accuracy) and 1.1(E) (Use in future planning) and provide the Counselor with evaluation ratings for those CRCF Indicators during the Performance Evaluation Meeting.

B. Performance Evaluation Ratings

1. Counselors shall be evaluated and receive performance evaluation ratings for work that was performed or completed in the spring (ON) semester based on the CRCF.

2. A Counselor will be evaluated only on CRCF indicators that align to his or her job duties assigned during the Pilot. (For example, a high school Counselor who is assigned to students in the ninth and tenth grades only will not be evaluated on CRCF Indicator 3.1(D) (Post-secondary applications).) A Counselor shall not receive an evaluation rating for CRCF indicators that did not align to his or her job duties assigned during the Pilot.

3. Evidence need not be captured and shared in BloomBoard to inform a Counselor’s performance evaluation ratings.

4. If a Counselor disagrees with any of his or her evaluation ratings, he or she may provide one (1) written response, which shall be filed with the Counselor’s evaluating administrator and GDPSC’s Director of Counseling and Student Services (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 or her 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 or her evaluation rating.

C. Eligibility of Summative Ratings

1. Counselors hired fewer than forty-five (45) calendar days before the end of the spring (ON) semester, or who are absent in a manner which prohibits the completion of their performance evaluation, will not receive performance evaluation ratings.
2. In the spring (ON) semester, 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.

VII. Sunset Date: This MOU shall sunset on June 30, 2017 and the existing language in CBA Article 21.2 shall return to full force and effect, unless negotiated between the Parties.

VIII. 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 CBA shall apply. In entering this MOU, GDPSC and AMU 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, and 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

signature
Dr. Cristina de Jesus
President and Chief Executive Officer

ASOCIACIÓN DE MAESTROS UNIDOS

signature
Salina Joiner
President
### College Ready Counseling Framework 2016-2017

#### Domain 1: Data-Driven Planning

<table>
<thead>
<tr>
<th>Standards</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Use student and school wide data to guide planning and inform decision making</td>
<td>A) Use recommended tools to review data</td>
</tr>
<tr>
<td></td>
<td>B) Analyze and interpret data correctly</td>
</tr>
<tr>
<td></td>
<td>C) Develop tasks to accomplish goals</td>
</tr>
<tr>
<td></td>
<td>D) Accuracy</td>
</tr>
<tr>
<td></td>
<td>E) Use in future planning</td>
</tr>
</tbody>
</table>

#### Domain 2: Academic Development and Growth

<table>
<thead>
<tr>
<th>Standards</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Assist students in planning for academic achievement</td>
<td>A) Academic counseling</td>
</tr>
<tr>
<td></td>
<td>B) Self-monitoring</td>
</tr>
<tr>
<td>2.2 Use of resources and strategies to promote academic success</td>
<td>A) Academic skills support</td>
</tr>
<tr>
<td></td>
<td>B) Enrichment opportunities</td>
</tr>
</tbody>
</table>

#### Domain 3: Educational Transitions and Pre-College Guidance

<table>
<thead>
<tr>
<th>Standards</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Development of students' secondary and post-secondary plans</td>
<td>A) Career readiness and exposure</td>
</tr>
<tr>
<td></td>
<td>B) Exploration of secondary and post-secondary options</td>
</tr>
<tr>
<td></td>
<td>C) Transition planning</td>
</tr>
<tr>
<td></td>
<td>D) Post-Secondary Applications (High School Only)</td>
</tr>
<tr>
<td>3.2 Facilitation of students' pursuit of secondary and post-secondary plans</td>
<td>A) Provide financial aid awareness</td>
</tr>
<tr>
<td></td>
<td>B) Financial aid and scholarship applications (High School Only)</td>
</tr>
</tbody>
</table>

#### Domain 4: Personal, Social and Emotional Development and Counseling

<table>
<thead>
<tr>
<th>Standards</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Monitor and address personal, social, and emotional concerns that may impede students' educational development.</td>
<td>A) Provide counselling referral services</td>
</tr>
<tr>
<td></td>
<td>B) Collaboration with staff, mental health team and outside agencies</td>
</tr>
<tr>
<td>4.2 Counseling Services</td>
<td>A) Crisis-support</td>
</tr>
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<td></td>
<td>B) Individual counseling</td>
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<td>C) Group counseling</td>
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<td></td>
<td>D) Mediation</td>
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#### Domain 5: Developing Professional Practice

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>5.1 Engage in critical reflection, constantly revising practice to increase effectiveness</td>
<td>A) Use of feedback</td>
</tr>
<tr>
<td>5.2 Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in student learning</td>
<td>A) Participation in a professional community</td>
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<td>B) Professional development</td>
</tr>
<tr>
<td></td>
<td>C) Participation in the school community</td>
</tr>
<tr>
<td>5.3 Exhibiting and upholding the Green Dot Core Values</td>
<td>A) Unwavering belief in all student's potential</td>
</tr>
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<td></td>
<td>B) Passion for excellence</td>
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<td></td>
<td>C) Personal Responsibility</td>
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<td>D) Respect for others and community</td>
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<tr>
<td></td>
<td>E) All stakeholders critical to process</td>
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</tbody>
</table>

#### Domain 6: Developing Partnerships with Family and Community

<table>
<thead>
<tr>
<th>Standards</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Develop two-way communication with families about student learning and achievement</td>
<td>A) Initiation of meaningful communication</td>
</tr>
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<td></td>
<td>B) Responsiveness to parent inquiries and communication</td>
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<td></td>
<td>C) Inclusion of the family as a partner in learning decisions</td>
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<tr>
<td>6.2 Help students leverage resources in their community that support their success in college and beyond</td>
<td>A) Goal setting and advocacy</td>
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<td>B) Knowledge or use of community resources</td>
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</thead>
<tbody>
<tr>
<td></td>
<td>A) Use recommended tools to review data</td>
<td>The counselor does not utilize recommended tools from Green Dot's platforms to review school wide data</td>
<td>The counselor inconsistently utilizes recommended tools from Green Dot's platforms to review school wide data</td>
<td>The counselor consistently utilizes recommended tools from Green Dot's platforms to review school wide data</td>
<td>All of 3 and... The counselor seeks out additional (quantitative or qualitative) data sources for information that relate to their goals (e.g. student surveys, focus groups, observations, teacher feedback and reports, department or grade level meetings)</td>
<td>When implementing school wide programs and support services, the counselor accesses and utilizes data from Green Dot's platforms: • Strategic Plan Data reports from Green Dot's platforms. • PowerSchool • Tableau • Data Director/EADMS • Alums/ Tracking Data • Service Tracking Data</td>
</tr>
<tr>
<td>1.1</td>
<td>B) Analyze and interpret data correctly</td>
<td>The counselor does not articulate evidence, relevant facts and sound rationale in order to generate appropriate SMART goals. OR The counselor does not present thoughtful analysis of key data that drives the creation of their SMART goals.</td>
<td>The counselor inconsistently articulates evidence, relevant facts and sound rationale in order to generate appropriate SMART goals. OR The counselor inconsistently presents thoughtful analysis of key data that drives the creation of their SMART goals.</td>
<td>The counselor consistently articulates evidence, relevant facts and sound rationale in order to generate appropriate SMART goals. AND The counselor consistently presents thoughtful analysis of key data that drives the creation of their SMART goals.</td>
<td>All of 3 and... The counselor has analyzed data as it relates to a most wanting subgroup and identified an area of need that is addressed in their SMART goal.</td>
<td>A school's strategic plan is bolstered by a counselor's ability to assess school needs and generate well created SMART goals. • Strategic Plan SMART goals are: S: Specific M: Measurable A: Aligned R: Realistic T: Time bound</td>
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<tr>
<td></td>
<td>C) Develop tasks to accomplish goals</td>
<td>The counselor does not seek input and feedback from relevant stakeholders OR The counselor does not develop appropriate tasks to accomplish his/her stated goals</td>
<td>The counselor inconsistently seeks input and feedback from relevant stakeholders OR The counselor develops inconsistently appropriate tasks to accomplish his/her stated goals.</td>
<td>The counselor consistently seeks input and feedback from relevant stakeholders AND The counselor develops consistently appropriate tasks to accomplish his/her stated goals.</td>
<td>All of 3 and... The counselor generates core Activities and Tasks for most wanting subgroups.</td>
<td>In order for goals to be accomplished, a counselor generates a clear and comprehensive plan made up of actionable tasks. Counselors are able to accomplish their goals more successfully when involving other stakeholders in developing tasks and working collaboratively to meet the goals. • Strategic Plan</td>
</tr>
</tbody>
</table>

April 19, 2016
## Domain 1: Data-Driven Planning 2015-2016

<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Does Not Meet Standard Level I</th>
<th>Partially Meets Standard Level II</th>
<th>Meets Standard Level III</th>
<th>Exemplifies Standard Level IV</th>
<th>Spirit &amp; Evidence</th>
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<tbody>
<tr>
<td>D) Accuracy</td>
<td>The counselor does not know the degree to which their strategic plan or its elements was effective.</td>
<td>The counselor has an accurate impression of the strategic plan's effectiveness and success in meeting the stated goals, but does not cite data to support the judgment. OR The counselor makes a somewhat accurate assessment of the effectiveness of the strategic plan citing evidence to support judgments.</td>
<td>The counselor makes an accurate assessment of the strategic plan's effectiveness and success in meeting stated goals, citing data to support the judgment. AND The counselor makes an accurate assessment of the effectiveness of the strategic plan citing evidence to support judgments.</td>
<td>All of level 3 and... The counselor uses data generated through the strategic plan process to drive a plan of action that will accomplish future school goals or shift the area of focus for the following semester or year.</td>
<td>In order for a counselor to continue creating appropriate goals and working on strategic plans, they need to be able to assess whether they met their goals and their strategic plan was effective. If a counselor realizes that their plan was not effective, they will be able to revise strategic plans they create in the future.</td>
<td></td>
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<tr>
<td>E) Use in future planning</td>
<td>The counselor does not make appropriate recommendations for future school goals or areas of focus</td>
<td>The counselor inconsistently uses information and data generated from the Strategic Plan to make appropriate recommendations for future school goals or areas of focus</td>
<td>The counselor consistently uses information and data generated from the Strategic Plan to make appropriate recommendations for future school goals or areas of focus</td>
<td>All of level 3 and... The counselor spearheads the collaborative creation of a detailed plan of action to accomplish future school goals or shift the area of focus for the following semester or year.</td>
<td>Effective strategic plans require consistent data gathering and analysis in order to make targeted next steps to use in future planning. Counselors are more likely to accomplish goals and build school wide momentum if they involve relevant stakeholders in developing an action plan.</td>
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</tbody>
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Data
- PowerSchool
- Tableau
- Data Director/EADMS
- Alumni Tracking Data
- Service Tracking Data

April 19, 2016
## Domain 2: Academic Development and Growth 2015-2016

<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Does Not Meet Standard Level I</th>
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<th>Spirit &amp; Evidence</th>
</tr>
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<tbody>
<tr>
<td>A) Academic counseling AND The counselor does not proactively involve families in supporting students in achieving academic plans and goals.</td>
<td>The counselor inconsistently provides academic counseling for students and it is evident that the counselor does not support students with a comprehensive, written academic plan. OR The counselor does not proactively involve families in supporting students in achieving academic plans and goals.</td>
<td>The counselor inconsistently provides academic counseling for students and it is evident that the counselor does not consistently support students with a comprehensive, written academic plan.</td>
<td>The counselor consistently provides academic counseling for subgroups of students AND The counselor supports subgroups of students in creating a comprehensive, written academic plan AND The counselor proactively involves families in supporting subgroups of students in achieving academic plans and goals.</td>
<td>All of level 3, and... The counselor executes systems that consistently provides academic counseling for all students AND The counselor supports all students in creating a comprehensive, written academic plan AND The counselor proactively involves families in supporting all students in achieving academic plans and goals.</td>
<td>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.</td>
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<tr>
<td>B) Self-monitoring</td>
<td>The counselor does not provide students with tools and strategies for self-monitoring</td>
<td>The counselor provides tools and strategies that all students can use to monitor their own academic progress.</td>
<td>The counselor provides consistent opportunities for subgroups of students to monitor their own academic progress that move students towards successful completion of their academic goals.</td>
<td>All of level 3 and... Students take the initiative to self-monitor AND Students are proactive about determining next steps.</td>
<td>Counselors provide students with effective self-monitoring strategies that can be used to determine the degree to which they are meeting their academic goals and help determine next steps.</td>
<td><strong>Transcript Analysis</strong>&lt;br&gt;&lt;br&gt;<strong>Graduation/promotion Planning</strong>&lt;br&gt;&lt;br&gt;<strong>Analysis of Assessment Data</strong>&lt;br&gt;&lt;br&gt;<strong>Analysis of Academic Data</strong>&lt;br&gt;&lt;br&gt;<strong>Student/Counselor Collaboration where they review</strong>&lt;br&gt;&lt;br&gt;- Progress reports&lt;br&gt;- Transcripts&lt;br&gt;- Grad/promotion check&lt;br&gt;- GPA&lt;br&gt;- Academic data/PowerSchool&lt;br&gt;- Evidence for level 47</td>
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### Domain 2: Academic Development and Growth 2015-2016

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</table>
| Use of resources and strategies to promote academic success | **A) Academic skills support**<br>The counselor inconsistently works with students to identify areas of strength and address areas for improvement. AND The counselor inconsistently monitors student progress in the identified areas of concern. | The counselor inconsistently works with students to identify areas of strength and address areas for improvement OR The counselor inconsistently monitors student progress in the identified areas of concern. | The counselor consistently works with subgroups of students to identify areas of strength and address areas for improvement AND The counselor consistently monitors subgroups of students' progress in the identified areas of concern. | The counselor consistently works with all students to identify areas of strength and address areas for improvement AND The counselor consistently monitors all students' progress in the identified areas of concern. | A strong set of ready-to-learn skills help students prepare to be an active learner and positive participant in a classroom. Counsellors work with students individually or via guidance lesson plans to identify areas of strengths and address areas for improvement.  
- Study skills workshops  
- Organization skills  
- Time management workshops/skills  
- Resources and monitor progress |
|          | **B) Enrichment opportunities**<br>The counselor does not seek out, build and maintains relationships with enrichment providers to create opportunities for their students OR The counselor does not establish enrichment opportunities for students. | The counselor inconsistently seeks out, builds and maintains relationships with enrichment providers to create opportunities for their students OR The counselor inconsistently establishes enrichment opportunities for students. | The counselor consistently seeks out, builds and maintains relationships with enrichment providers to create opportunities for subgroups of students AND The counselor establishes enrichment opportunities for subgroups of students and provides them with the information necessary to participate. | All of level 3 and... The counselor consistently seeks out, builds and maintains relationships with enrichment providers to create opportunities for all students AND The counselor establishes enrichment opportunities for all students and provides them with the information necessary to participate. | 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.  
- College knowledge programs  
- Research and communication of summer internships  
- Collaboration with community agencies and non-profits  
- Maintaining relationship with outside agencies. |

April 19, 2016
## Domain 3: Educational Transitions and Pre-College Guidance 2015-2016

<table>
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<tr>
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<tbody>
<tr>
<td>3.1</td>
<td>A) Career readiness and exposure</td>
<td>The counselor does not provide opportunities for students to develop career awareness OR The counselor does not provide opportunities for students to develop career readiness skills.</td>
<td>The counselor inconsistently provides opportunities for students to develop career awareness OR The counselor inconsistently provides opportunities for students to develop career readiness skills.</td>
<td>The counselor consistently provides opportunities for students to develop career awareness AND The counselor does not provide opportunities for students to develop career readiness skills.</td>
<td>All of level 3 and... The counselor supports students in interpreting self-assessments to explore possible, future career paths.</td>
<td>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. * Career workshops * Career day, Career fairs * Job shadowing * Career readiness &amp; workability skills * Interest inventories &amp; Personal assessment tools</td>
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<tr>
<td></td>
<td>B) Exploration of secondary/post-secondary options</td>
<td>The counselor provides inconsistent information about secondary/post-secondary options to subgroups of students. OR The counselor inconsistently implements systems that allow students to analyze their options in order to make informed decisions secondary and post-secondary options.</td>
<td>The counselor provides information about secondary/post-secondary options to subgroups of students. AND The counselor implements systems that allow students to analyze their options in order to make informed decisions about secondary/post-secondary options.</td>
<td>The counselor provides information about secondary/post-secondary options to all students AND The counselor implements systems that allow all students to analyze their options in order to make informed decisions about secondary/post-secondary options.</td>
<td>The counselor provides differentiated information about secondary/post-secondary options to all students AND The counselor implements strategies that allow all students to analyze their options in order to make informed decisions about secondary/post-secondary options.</td>
<td>To assist students and families in determining the best secondary/post-secondary options, counselors proactively seek out resources and provide the necessary information and guidance that students and families will use for the decision-making process. * College/university tours * College readiness workshops * Parent nights * High school night (MS) * College presentations * Advisory/Guidance workshops * College fairs * Individual/group meetings * Collaboration with outside agencies</td>
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## Domain 3: Educational Transitions and Pre-College Guidance 2015-2016

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<tr>
<td>3.1</td>
<td>C) Transition planning</td>
<td>The counselor inconsistently implements systems to assist subgroups of students as they transition to secondary/post-secondary options. OR The counselor inconsistently provides support to subgroups of students to complete their secondary/post-secondary transition.</td>
<td>The counselor consistently implements systems to assist subgroups of students as they transition to secondary/post-secondary options. OR The counselor consistently provides support to subgroups of students to complete their secondary/post-secondary transition.</td>
<td>The counselor implements systems to assist all transitioning students to secondary/post-secondary options. AND The counselor provides support to all transitioning students by collaborating with stakeholders to complete the secondary/post-secondary transition.</td>
<td>All of 3 and... The counselor equips students with the skills to complete transition related procedures with minimal support.</td>
<td>When ALL students understand secondary and post-secondary requirements and procedures, they are more likely to transition successfully and the expectation are raised for all stakeholders. The counselor builds capacity in transitioning students to become self-directed and take ownership of their transition. - Lesson Plans - Parent, financial aid, &amp; academic progress meetings - Post-secondary, secondary workshops - College/High School applications - Grade-level programming and selections - Improvement plans based on future goals.</td>
</tr>
<tr>
<td>D) Post-Secondary Applications High School Only</td>
<td>The counselor supports subgroups of students in their successful application process, and does not facilitate a system that applies to all eligible students.</td>
<td>The counselor inconsistently implements a system to ensure that eligible students successfully complete applications post-secondary institutions.</td>
<td>The counselor consistently implements a system to ensure that eligible students successfully complete applications post-secondary institutions.</td>
<td>All of 3 and... The counselor supports students in applying to more competitive or personalized post-secondary institutions.</td>
<td>When students are supported throughout the college application process, they are more likely to complete the necessary steps in order to be accepted and enrolled at a post-secondary institution that best suits their needs.</td>
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## Domain 3: Educational Transitions and Pre-College Guidance 2015-2016

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<tr>
<td><strong>3.2.</strong></td>
<td>Financial Aid Literacy and Support</td>
<td>A) Provide financial aid awareness</td>
<td>The counselor inconsistently provides financial aid information to students and families.</td>
<td>All of level II and...</td>
<td>The counselor identifies the financial aid needs and knowledge gaps of transitioning students. AND The counselor implements systems to ensure that transitioning students are provided with appropriate financial aid information...</td>
<td>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.</td>
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<td>The counselor consistently provides financial aid information to students and families.</td>
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<td></td>
<td>On campus F.A. workshops, Cash for College workshops, Promote off-campus F.A. workshops and conferences, Promotion of scholarships, Guidance/college readiness/ advisories, Scholarships workshops</td>
</tr>
<tr>
<td></td>
<td>B) Financial aid and scholarship applications High School Only</td>
<td></td>
<td>The counselor inconsistently provides assistance for students to complete the financial aid and scholarship application process.</td>
<td></td>
<td>The counselor consistently provides assistance for students to complete the financial aid and scholarship application process.</td>
<td>In order to support students’ successful post-secondary transition, counselors implement programs that support students in completing the financial aid and scholarship process.</td>
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<td>The counselor consistently provides assistance for students to complete the financial aid and scholarship application process.</td>
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<td>The counselor continues to check for quality and follow-through of students within the financial aid and scholarship application process.</td>
<td>Cal Grant, FAFSA application/PIN request, Need based/Merit Scholarships, Verification documents</td>
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April 19, 2016
### Domain 4: Personal, Social and Emotional Development and Counseling 2015-2016

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<tbody>
<tr>
<td>4.1 Monitor and address personal, social, and emotional development</td>
<td>A) Provide counseling referral services</td>
<td>The counselor inconsistently screens students to make appropriate referrals that address students' personal, social, or emotional needs. AND The counselor inconsistently follows up with the status of referrals.</td>
<td>The counselor inconsistently screens students to make appropriate referrals that address students' personal, social, or emotional needs. OR The counselor inconsistently follows up with the status of referrals.</td>
<td>The counselor consistently screens students to make appropriate referrals that address students' personal, social, or emotional needs. AND The counselor follows up with the status of all referrals.</td>
<td>All of 3 and... The counselor has implemented a clear referral and monitoring system for students in need of counseling services and can immediately communicate updates as necessary.</td>
<td>To ensure that student personal, social and emotional needs are met, the counselor makes appropriate referrals and monitors the status of students receiving services. • Group counseling referrals • Individual counseling referrals • Referrals to clinical services • Referrals to outside agencies</td>
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<td></td>
<td>B) Collaboration with staff, mental health team and outside agencies</td>
<td>The counselor does not collaborate with school staff, mental health services and outside agencies to develop a plan to effectively support students.</td>
<td>The counselor inconsistently collaborates with school staff, mental health services and outside agencies to develop a plan to effectively support students.</td>
<td>The counselor consistently collaborates with school staff, mental health services and outside agencies to develop a plan to effectively support students.</td>
<td>All of level 3 and... Through collaboration with school staff, the counselor provides data based evidence to inform decision makers regarding the effectiveness of service providers.</td>
<td>When counselors collaborate with school staff, mental health services and outside agencies, the students are more likely to receive appropriate and immediate counseling services. • Mental health team meetings • List of students services • Documentation of referrals</td>
</tr>
<tr>
<td>4.2 Counselling Services</td>
<td>A) Crisis Support</td>
<td>The counselor does not utilize the tools and training to implement individual or school wide crisis support. OR The counselor does not follow up with necessary stakeholders.</td>
<td>The counselor inconsistently utilizes the tools and training to implement individual or school wide crisis support. AND The counselor inconsistently follows up with necessary stakeholders.</td>
<td>The counselor consistently utilizes the tools and training to implement individual or school wide crisis support. AND The counselor consistently follows up with necessary stakeholders.</td>
<td>All of level 3 and... The counselor helps coordinate a system of supports that provide long term crisis management for individual students.</td>
<td>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. • Suicide assessments • Prepare certification • Red folder • Debrief</td>
</tr>
<tr>
<td></td>
<td>B) Individual Counseling</td>
<td>The counselor inconsistently conducts individual counseling sessions that provide students with strategies to address personal, social and emotional barriers to learning. OR The counselor inconsistently differentiates individual counseling strategies in order to meet the needs of each student.</td>
<td>The counselor consistently conducts individual counseling sessions that provide students with strategies to address personal, social and emotional barriers to learning. OR The counselor consistently differentiates individual counseling strategies in order to meet the needs of each student.</td>
<td>The counselor consistently conducts individual counseling sessions that provide students with strategies to address personal, social and emotional barriers to learning. AND The counselor consistently differentiates individual counseling strategies in order to meet the needs of each student.</td>
<td>All of level 3and... The counselor coordinates a stakeholder-inclusive plan of support (as needed) for students receiving individual counseling.</td>
<td>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. • Individual counseling sessions • Teacher/staff consultations • Review of student data • Consultation with families</td>
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<td>C) Group Counseling</td>
<td>The counselor inconsistently utilizes school data to determine the type of counseling groups needed. OR The counselor inconsistently conducts group counseling sessions that provide students with strategies to address personal, social and emotional barriers to learning.</td>
<td>The counselor consistently utilizes school data to determine the type of counseling groups needed. OR The counselor consistently conducts group counseling sessions that provide students with strategies to address personal, social and emotional barriers to learning.</td>
<td>The counselor consistently utilizes school data to determine the type of counseling groups needed. AND The counselor consistently conducts group counseling sessions that provide students with strategies to address personal, social and emotional barriers to learning.</td>
<td>All of level 3 and... The counselor analyzes counseling group data to determine next steps for students.</td>
<td>When counselors provide group counseling services and prioritize counseling groups based on the school's needs, students can learn and practice new strategies that assist them in achieving greater success in the school environment. • Group counseling sessions • Group referral list • Parent consent forms • Pre and post surveys • Group counseling curriculum or outline</td>
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<tr>
<td></td>
<td>D) Mediation</td>
<td>The counselor inconsistently facilitates mediations and teaches conflict resolution skills that support a safe learning environment. OR The counselor inconsistently provides follow-up with appropriate stakeholders (as needed).</td>
<td>The counselor consistently facilitates mediations and teaches conflict resolution skills that support a safe learning environment. OR The counselor consistently provides follow-up with appropriate stakeholders (as needed).</td>
<td>The counselor consistently facilitates mediations and teaches conflict resolution skills that support a safe learning environment. AND The counselor consistently provides follow-up with appropriate stakeholders (as needed).</td>
<td>Level 3 and... The counselor coordinates a comprehensive, school-wide mediation program that stakeholders know how to use and engage in.</td>
<td>When counselors facilitate the mediation process and teach conflict resolution skills, students are able to resolve conflict and contribute to a safe learning environment. • Mediation sessions • Mediation contracts • Power School logs • Advisory</td>
</tr>
<tr>
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<tr>
<td>5.1</td>
<td>A) Use of feedback</td>
<td>The counselor rarely uses feedback from supervisors or colleagues to improve practice.</td>
<td>The counselor inconsistently uses feedback from supervisors or colleagues to improve practice.</td>
<td>The counselor consistently uses feedback from supervisors and colleagues to improve practice.</td>
<td>All of level 3 and... The counselor proactively seeks out feedback from supervisors and colleagues to improve their practice.</td>
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<tr>
<td>5.2</td>
<td>A) Participation in a professional community</td>
<td>The counselor rarely participates in the professional community activities or has strained relationships with colleagues that negatively impact the learning community.</td>
<td>The counselor participates in professional community activities as required, maintaining cordial relationships with colleagues.</td>
<td>The counselor actively participates in the professional community by developing positive, collegial, and professional relationships with colleagues.</td>
<td>All of level 3 and... The counselor assumes appropriate leadership roles and promoting positive and professional relationships</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B) Professional development</td>
<td>The counselor rarely applies learning gained from professional development activities, anddoes not contribute to the development of others.</td>
<td>The counselor applies learning gained from professional development activities, and makes inconsistent contributions to the development of others.</td>
<td>The counselor applies the learning gained from professional development. The counselor contributes to the development of others.</td>
<td>All of level 3 and... The counselor seeks out professional development opportunities and initiates activities that contribute to the development of others.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C) Participation in the school community</td>
<td>The counselor 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).</td>
<td>The counselor 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).</td>
<td>The counselor 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).</td>
<td>All of level 3 and... The counselor contributes to and supports the development and implementation of the agreed upon expectations and policies within the school (uniform, electronics policy, staff norms).</td>
<td></td>
</tr>
</tbody>
</table>
## Domain 5: Developing Professional Practice 2015-2018

<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Does Not Meet Standard</th>
<th>Partially Meets Standard</th>
<th>Meets Standard</th>
<th>Exemplifies Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A) Unwavering belief in all student's potential</td>
<td>The counselor's words and actions rarely demonstrate a belief in the ability of all students to achieve regardless of circumstance(s).</td>
<td>The counselor's words and actions inconsistently demonstrate a belief in the ability of all students to achieve regardless of circumstance(s).</td>
<td>The counselor's words and actions demonstrate a belief in the ability of all students to achieve regardless of circumstance(s).</td>
<td>All of level 3 and... The counselor demonstrates leadership in encouraging others to develop this belief.</td>
</tr>
<tr>
<td></td>
<td>B) Passion for excellence</td>
<td>The counselor is rarely solution-oriented.</td>
<td>The counselor is solution-oriented but inconsistently uses data and feedback to inform their decisions in order to ensure continuous improvement.</td>
<td>The counselor is solution-oriented at the school site, and uses data and feedback to inform their decisions in order to ensure continuous improvement.</td>
<td>All of level 3 and... The counselor demonstrates leadership and actively participates at the school level to collaboratively develop solutions, and present them to staff and stakeholders.</td>
</tr>
<tr>
<td></td>
<td>C) Personal responsibility</td>
<td>The counselor rarely holds themselves accountable for their results and responsibilities in their classroom and in the school community.</td>
<td>The counselor inconsistently holds themselves accountable for their results and responsibilities in the school community.</td>
<td>The counselor holds themselves accountable for their results and responsibilities in the school community.</td>
<td>All of level 3 and... The counselor demonstrates leadership to help others develop their accountability.</td>
</tr>
<tr>
<td></td>
<td>D) Respect for others and community</td>
<td>The counselor rarely interacts with all stakeholders (school staff, parents, students) and the community in a respectful and productive manner.</td>
<td>The counselor inconsistently interacts with all stakeholders (school staff, parents, students) and the community in a respectful and productive manner.</td>
<td>The counselor interacts with all stakeholders (school staff, parents, students) and the community in a respectful and productive manner.</td>
<td>All of level 3 and... The counselor demonstrates leadership to strengthen relationships among stakeholders.</td>
</tr>
<tr>
<td></td>
<td>E) All stakeholders critical to process</td>
<td>The counselor rarely seeks feedback and input from all stakeholders in order to refine, develop, and make decisions regarding their practice and at the school site.</td>
<td>The counselor inconsistently seeks feedback and input from all stakeholders in order to refine, develop, and make decisions regarding their practice and at the school site.</td>
<td>The counselor seeks feedback and input from all stakeholders in order to refine, develop, and make decisions regarding their practice and at the school site.</td>
<td>All of level 3 and... The counselor demonstrates leadership in helping others incorporate and use stakeholder feedback.</td>
</tr>
</tbody>
</table>

### 5.3 Exhibiting and upholding the Green Dot Core Values
## Domain 6: Developing Partnerships with Family and Community 2015-2016

<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Does Not Meet Standard (Level I)</th>
<th>Partially Meets Standard (Level II)</th>
<th>Meets Standard (Level III)</th>
<th>Exemplifies Standard (Level IV)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>A) Initiation of meaningful communication</td>
<td>The counselor rarely initiates communication with parents in order to keep them updated about their student’s progress.</td>
<td>The counselor inconsistently initiates communication with parents in order to keep them updated about their student’s progress.</td>
<td>The counselor has a system to initiate communication with parents in order to keep them updated about their student’s progress.</td>
<td>All of level 3 and... The counselor demonstrates leadership in supporting others to develop and implement systems that initiate communication with parents.</td>
</tr>
<tr>
<td></td>
<td>B) Responsiveness to parent inquiries and communication</td>
<td>The counselor rarely responds to parent communication in an appropriate and timely manner.</td>
<td>The counselor inconsistently responds to parent communication in an appropriate and timely manner.</td>
<td>The counselor responds to parent communication in an appropriate and timely manner.</td>
<td>All of level 3 and... The counselor demonstrates leadership in supporting others with responding to parent communication in an appropriate and timely manner.</td>
</tr>
<tr>
<td></td>
<td>C) Inclusion of the family as a partner in learning decisions</td>
<td>The counselor rarely engages parents in the instructional program as a partner in their child’s education.</td>
<td>The counselor inconsistently engages parents in the instructional program as a partner in their child’s education.</td>
<td>The counselor engages parents in the instructional program as a partner in their child’s education.</td>
<td>All of level 3 and... The counselor demonstrates leadership in initiating endeavors and supporting others in the engagement of parents.</td>
</tr>
<tr>
<td>6.2</td>
<td>A) Goal setting and advocacy</td>
<td>The counselor rarely advocates for student success through setting and goals for college readiness.</td>
<td>The counselor inconsistently advocates for student success through setting and monitoring goals for college readiness.</td>
<td>The counselor advocates for student success through setting and monitoring goals for college readiness.</td>
<td>All of level 3 and... The counselor establishes processes through which students establish and monitor goals for college readiness, and self-advocate for their attainment of the goals.</td>
</tr>
<tr>
<td></td>
<td>B) Knowledge or use of community resources</td>
<td>The counselor rarely refers students and parents to the appropriate supports for academic and socio-emotional development, and college readiness.</td>
<td>The counselor inconsistently refers students and parents to the appropriate supports for academic and socio-emotional development, and college readiness.</td>
<td>The counselor refers students and parents to the appropriate supports for academic and socio-emotional development, and college readiness.</td>
<td>All of level 3 and... The counselor establishes processes for students to identify and incorporate relevant resources that increase their college readiness.</td>
</tr>
</tbody>
</table>
MEMORANDUM OF UNDERSTANDING
BETWEEN
GREEN DOT PUBLIC SCHOOLS
AND
ASOCIACION DE MAESTROS UNIDOS/CTA/NEA

COUNSELOR or TEACHER SUPPORTS LIASON PROGRAM

This Memorandum of Understanding ("MOU"), executed by and between Green Dot Public Schools ("GDPS") and Asociacion de Maestros Unidos/California Teachers Association/National Education Association ("AMU," referred to herein with GDPS as the "Parties"), is to memorialize the commitment of the Parties to support a sabbatical year for highly-effective counselors or teachers as provided by the GDPS’s Teacher Incentive Fund 4 grant ("TIF 4").

RECITALS

1. WHEREAS, GDPS encourages and supports its highly-effective counselors and teachers to explore a range of career opportunities within the education field;

2. WHEREAS, GDPS’s TIF 4 application included a position for a fully-paid sabbatical year for GDPS’s highly effective counselor(s) or teacher(s) to focus on mentoring and coaching GDPS teachers in classroom management and instructional practices, or counselors to focus on developing the multiple measure evaluation system and support new professional development programs (referred to herein as the "SLP");

3. WHEREAS, AMU supported the TIF 4 application in eight letters of commitment written in July, 2012, and signed by its President and seven other AMU members;

4. WHEREAS, TIF 4 was awarded to GDPS on September 30, 2012;

5. WHEREAS, the qualifications for an AMU member to be considered for the SLP include, but are not limited to, the following:

   a. the individual has been a GDPS teacher or counselor for at least two full school years;

   b. if the individual is a teacher, he or she is on track to be classified as "highly effective" during the school year in which the individual is considered for the SLP, and classified as "highly effective" during the immediately-preceding school year. A teacher is on track to be "highly effective" if his or her observation score and surveys are 3.1 or above, and his or her school’s and individual student growth percentile is in the range between 65-70;

   c. if the individual is a counselor, he or she received an average of 3.0 on his last evaluation.

   d. leadership within school sites and at the GDPS administrative level;
e. participation with the teacher or counselor effectiveness initiatives;

f. recommendations from GDPS administration and certificated employees;

g. successful completion of the GDPS/AMU interview process;

h. a valid, current Pupil Personnel Services Credential

6. WHEREAS, TIF 4 prohibits a third year of individual participation in the SLP; and

7. WHEREAS, TIF 4 requires that the sabbatical position be implemented during the next five school years with the following number of individuals to participate in the program:

<table>
<thead>
<tr>
<th>School Year</th>
<th>Number of individuals on Sabbatical</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>1</td>
</tr>
<tr>
<td>2014-2015</td>
<td>1</td>
</tr>
<tr>
<td>2015-2016</td>
<td>2</td>
</tr>
<tr>
<td>2016-2017</td>
<td>2</td>
</tr>
<tr>
<td>2017-2018</td>
<td>3</td>
</tr>
</tbody>
</table>

NOW, THEREFORE, the Parties hereby agree to the SLP, as follows:

1. The salary of the individual on sabbatical shall be paid by the TIF 4 funds and shall be in accord with the collective bargaining agreement executed by GDPS and AMU ("CBA");

2. Individuals participating in the SLP shall be responsible for supporting the counselor and teacher effectiveness initiatives, as follows:

   a. developing counselor and teacher supports at the Home Office and school site level;

   b. refining the multiple measure evaluation system;

   c. attending quarterly AMU Representative Council meetings; and

   d. other duties, as assigned, that are related to the SLP.
3. Individuals participating in the SLP shall remain an AMU member unless he or she chooses an agency pursuant to CBA Article 16.3, Agency Fee. However, while participating in the SLP, the following CBA articles shall not apply:
   a. Article VI, Work Year and Hours of Employment; and
   b. Article XXI, Multiple Measure of Teacher Effectiveness Teacher Evaluation
   c. Appendix B, Counselor Evaluation

4. Individuals participating in the SLP shall acknowledge, in writing, that they understand that the CBA articles described in Paragraph 3 above shall not apply during the term of their sabbatical under the SLP.

5. Individuals participating in the SLP shall work for 192 professional workdays per school year beginning on July 1 and ending by June 30. They will work approximately 40 hours per week.

6. Individuals are eligible to participate in SLP for a second year depending on their evaluation, TIF 4 funding, and GDPS needs.

7. Individuals participating in the SLP shall maintain their accrued leaves of absence and benefits including retirement membership and benefits.

8. Individuals participating in the SLP shall be evaluated similar to that of GDPS Home Office employees. The results of the evaluation shall not impact the participants’ effectiveness rating.

9. This MOU shall remain in full force and effect so long as GDPS remains an awardee of the TIF 4 and TIF 4 continues to support the SLP.

10. Participating individuals shall have the right to return to the position at school site at which they were assigned prior to their sabbatical. The employee who filled their position during the time of the sabbatical shall be assigned to another position, if possible, in accordance with CBA Article XXVIII, Layoffs, if applicable. All other individuals in an affected department of the sabbatical individual shall not be impacted by the return of the individual who left on sabbatical to participate in the SLP.

11. Individuals participating in the SLP may periodically consult with the AMU President or designee to review and discuss the progress of the SLP.

12. The Parties agree that in the event that the SLP undergoes unforeseen material changes, the Parties shall, in good faith, meet to amend this MOU to meet the needs of the SLP.
This MOU contains the entire agreement of the Parties, and supersedes any oral or written understandings between the Parties, with respect to the matters covered herein. In entering this MOU, GDPS and AMU do not agree to waive any rights under the CBA, except as expressly stated herein. Further, no person or party is authorized to make any representations or warranties except as set forth herein, and 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. The Parties further recognize that this MOU shall only be modified, in writing, by mutual agreement of the Parties.

Absent a written agreement between the Parties, this MOU shall sunset on June 30, 2018.

AUTHORIZED SIGNATURES

[Signature]

GDPS Representative

[Signature]

AMU Representative

Date: 5/22/13

Date: 5/21/2013
MEMORANDUM OF UNDERSTANDING
BETWEEN
GREEN DOT PUBLIC SCHOOLS CALIFORNIA
AND
ASOCIACIÓN DE MAESTROS UNIDOS/CTA/NEA

TEACHER EVALUATION CHANGES DUE TO THE ABSENCE OF STUDENT GROWTH PERCENTILE
DURING THE 2013-2014 SCHOOL YEAR

This Memorandum of Understanding ("MOU") is executed by and between Green Dot Public Schools California ("GDPSC") and Asociación de Maestros Unidos/California Teachers Association/National Education Association ("AMU," referred to herein with GDPSC as the "Parties").

RECITALS

1. WHEREAS, student growth percentile ("SGP") scores measure student growth and teacher performance by analyzing results of academic peers on the California Standards Tests ("CSTs") and comparing them to GDPSC's students' academic performance (see Article 21.1, The Student Growth Measure, of the Parties' collective bargaining agreement ("CBA");

2. WHEREAS, SGP comprises a significant component for GDPSC's teachers' effectiveness rating (see CBA Article 21.1, "Weighting of multiple measures," and CBA Article 26.5.2);

3. WHEREAS, California Assembly Bill 484 ("AB 484"), which was approved by Governor Jerry Brown and chaptered by the Secretary of State on October 2, 2013, authorized the replacement of required CSTs commencing with the 2014-2015 school year;

4. WHEREAS, based upon AB 484, GDPSC's preparation for implementation of the Common Core State Standards, and feedback obtained from GDPSC's stakeholders (AMU's Executive Board and site representatives, GDPSC's Common Core Transition Team, Education Team, Management Team, and school administrators, and the GDPSC/AMU Evaluation Committee), GDPSC elected not to give the majority of CSTs during the 2013-2014 school year; and

5. WHEREAS, the Parties desire to collaboratively fill the temporary gap in teachers' effectiveness rating created by the absence of a comprehensive CST program until another equitable student growth measure is developed; and

6. WHEREAS, on November 12, 2014, AMU waived the timeline for payments made pursuant to CBA Article 26.5.1.
AGREEMENT

NOW, THEREFORE, the Parties hereby agree and intend to be contractually bound, as follows:

1. Weighting of Multiple Measures of Teacher Effectiveness. The three groups of teachers identified in CBA Article 21.1, “Weighting of multiple measures,” and CBA Article 26.5.2 shall be eliminated during the MOU’s term, thereby applying the following uniform weighting of multiple measures of effectiveness to all GDPSC teachers:

   - Classroom Observation – 65%
   - Student Survey – 15%
   - 360° Survey – 15%
   - Family Survey – 5%

2. Compensation.

   a. CBA Article 26.5.1 shall remain in full force and effect, including payments scheduled for January 2015 notwithstanding the above-referenced side letter between the Parties.

   b. CBA Article 26.5.2 shall not apply to AMU unit members during the MOU’s term, but shall resume its application to AMU unit members after the term’s expiration.

3. Commitment to Student Growth as a Measure of Teacher Effectiveness.

   a. The Parties shall continue to collaborate to determine how to evaluate student growth as a measure of teacher effectiveness as soon as possible.

   b. GDPSC shall continue to work with GDPSC’s Special Education Steering Committee to develop a compliance measure of teacher effectiveness designed for special education teachers specifically.

4. Term. This MOU shall become effective upon full execution thereof and shall renew annually on July 1 each year unless either Party provides written notice to the other Party by January 31 of any year. Upon any such notice, the Parties will commence with negotiations, in good faith, to determine the effects upon teacher evaluations due to any lack of SGP scores for the subsequent school year(s).
5. **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 CBA shall apply. In entering this MOU, GDPS and AMU 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**

Dr. Cristina de Jesus  
President and Chief Executive Officer

Date: 1/4/15

**ASOCIACIÓN DE MAESTROS UNIDOS**

Salina Joiner  
President

Date: 2/11/16
ADDENDUM #1

to the
MEMORANDUM OF UNDERSTANDING
between
GREEN DOT PUBLIC SCHOOLS CALIFORNIA
and
ASOCIACIÓN DE MAESTROS UNIDOS/CTA/NEA

On or about February 1, 2015, Green Dot Public Schools California ("GDPS") and Asociación de Maestros Unidos/California Teachers Association/National Education Association ("AMU," collectively referred to herein with GDPS as the "Parties") executed an Agreement to address teacher evaluation changes due to the absence of student growth percentile scores ("Agreement").

RECITALS

a. WHEREAS, subparagraph (c) of Agreement Article 5, Entire Agreement, states that the Agreement "shall only be modified by written mutual agreement of the Parties";

b. WHEREAS, Article XXI, Multiple Measures of Effectiveness Teacher Evaluation, of the collective bargaining agreement between the Parties for the 2014-2015 school year includes a commitment to developing a compliance measure "to evaluate teachers on their ability to meet [individualized education program ("IEP")] compliance regulations";

c. WHEREAS, the Parties collaboratively proposed an IEP-component rubric to assess special education teachers’ compliance with federal and state law to be utilized by an evaluator (with support from a GDPS Special Education Program Administrator);

d. WHEREAS, GDPS adheres to the Family Educational Rights and Privacy Act of 1974 regarding pupil information and records contained in IEPs; and

e. WHEREAS, the Parties collaboratively proposed a parent survey rubric to assess parent perceptions of the IEP-development process.

AGREEMENT

NOW, THEREFORE, pursuant to subparagraph (c) of Agreement Article 5, the Parties now mutually desire and agree to amend Agreement Article 1, Weighting of Multiple Measures of Teacher Effectiveness, as follows:

1. Weighting of Multiple Measures of Teacher Effectiveness. The three groups of teachers identified in CBA Article 21.1, "Weighting of multiple measures," and CBA Article 26.5.2 shall be eliminated during the MOU’s term, thereby applying

The following uniform weighting of multiple measures of effectiveness to all non-special education GDPSC teachers shall be applied as follows:

- Classroom Observation – 65%
• Student Survey – 15%
• 360° Survey – 15%
• Family Survey – 5%

The weighting of multiple measures of effectiveness to all special education GDPSC teachers shall be applied as follows:

• Classroom Observation – 50%
• Special Education Compliance – 15%
• Student Survey – 15%
• 360° Survey – 15%
• Family Survey – 5%

All other terms and conditions contained in the Agreement shall remain in full force and effect.

The terms and conditions of the Agreement or this Amendment #1, or and any other documents referenced herein may not be amended, waived, or modified, except in writing and signed by the Parties.

IN WITNESS WHEREOF, THE PARTIES HERETO HAVE CAUSED THIS ADDENDUM TO BE DULY EXECUTED.

AUTHORIZED SIGNATURES:

GREEN DOT PUBLIC SCHOOLS CALIFORNIA

Dr. Cristina de Jesus
President and Chief Executive Officer

Date: 8/10/15

ASOCIACIÓN DE MAESTROS UNIDOS

Salina Joiner
President

Date: 8/10/15
APPENDIX E
APPLICATION FOR JOB SHARING PARTNERSHIP
DEADLINE: On or before January 15

Participant 1

Name
Current Assignment
Percent of Desired Assignment
Desired Position

Participant 2

Name
Current Assignment
Percent of Desired Assignment
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:

Participants Principal
Date

Chief Talent Officer
Date

Chief Operating Officer
Date
## Core Competency Chart

<table>
<thead>
<tr>
<th>College</th>
<th>Outcome Areas</th>
<th>Program/Activity</th>
<th>Measurement</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>College and Financial Aid</td>
<td>Senior students must complete</td>
<td>Senior students must complete scholarship applications</td>
<td>90% of eligible seniors complete a minimum of three applications</td>
<td></td>
</tr>
<tr>
<td></td>
<td>scholarship applications</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required College Testing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Tours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Reflect on which Outcome Areas are a strength. Provide concrete examples of how these are strengths in your profession.

2. Reflect on your Outcome Area of growth. Why is this an area of growth for your counseling duties?

3. SMART Goal:

4. What steps will take to meet this goal?

5. How will you determine whether or not you met your goal?

6. What support do you need in order to meet your goal?
## Core Competency Chart

<table>
<thead>
<tr>
<th>Leadership Area</th>
<th>Program/Activity</th>
<th>Measurement</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Knowledge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership Opportunities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transition Opportunities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Reflect on which Outcome Areas are a strength. Provide concrete examples of how these are strengths in your profession.

2. Reflect on your Outcome Area of growth. Why is this an area of growth for your counseling duties?

3. SMART Goal

4. What steps will take to meet this goal?

5. How will you determine whether or not you met your goal?

6. What support do you need in order to meet your goal?
### Core Competency Chart

<table>
<thead>
<tr>
<th>Outcome Areas</th>
<th>Program/Activity</th>
<th>Measurement</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Support: Counseling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Support: Special Needs/ Special Populations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Support: Mediation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Support: Mental Health Services</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Reflect on which Outcome Areas are a strength. Provide concrete examples of how these are strengths in your profession.

2. Reflect on your Outcome Area of growth. Why is this an area of growth for your counseling duties?

3. SMART Goal

4. What steps will take to meet this goal?

5. How will you determine whether or not you met your goal?
Core Competency Chart

6. What support do you need in order to meet your goal?

<table>
<thead>
<tr>
<th>School Site Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome Areas</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>School Norms and Professional Development</td>
</tr>
<tr>
<td>Student Records</td>
</tr>
</tbody>
</table>

1. Reflect on which Outcome Areas are a strength. Provide concrete examples of how these are strengths in your profession.

2. Reflect on your Outcome Area of growth. Why is this an area of growth for your counseling duties?

3. SMART Goal

4. What steps will take to meet this goal?

5. How will you determine whether or not you met your goal?

6. What support do you need in order to meet your goal?
## Core Competency Chart

**Parent & Community Engagement**

<table>
<thead>
<tr>
<th>Outcome Areas</th>
<th>Program/Activity</th>
<th>Measurement</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Outreach and Communication</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Reflect on which Outcome Areas are a strength. Provide concrete examples of how these are strengths in your profession.

2. Reflect on your Outcome Area of growth. Why is this an area of growth for your counseling duties?

3. **SMART Goal**

4. What steps will take to meet this goal?

5. How will you determine whether or not you met your goal?

6. What support do you need in order to meet your goal?
## Required Mandatory Responsibilities

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>Required Mandatory Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College</strong></td>
<td>• Assist students with completing college and financial aid applications&lt;br&gt;• Assist students in registering for college testing such as PSAT, SAT, ACT, AP, ELM, EPT, ETC&lt;br&gt;• Conduct parent conferences with students who receive fails or are experiencing academic difficulties&lt;br&gt;• Plan college tours&lt;br&gt;• Provide college knowledge workshops to all grade levels&lt;br&gt;• Academic guidance</td>
</tr>
<tr>
<td><strong>Leadership</strong></td>
<td>• Provide career knowledge&lt;br&gt;• Provide students with resources for leadership opportunities&lt;br&gt;• Work with students with an IEP for transitional services</td>
</tr>
<tr>
<td><strong>Life</strong></td>
<td>• Provide individual and group counseling&lt;br&gt;• Provide appropriate DIS counseling to students&lt;br&gt;• Develop a mediation program&lt;br&gt;• Collaborate with mental and behavior counselors&lt;br&gt;• Appropriately refer students to the appropriate counseling services</td>
</tr>
<tr>
<td><strong>School Site Responsibilities</strong></td>
<td>• Attend all school staff professional development meetings&lt;br&gt;• Attend all school counselor professional development meetings&lt;br&gt;• Provide presentations to staff about updates regarding students or counseling department&lt;br&gt;• Schedule students</td>
</tr>
<tr>
<td><strong>Parent &amp; Community Engagement</strong></td>
<td>• Conduct parent conferences regarding student’s academic, social and emotional needs&lt;br&gt;• Monthly contact with parents via email, phone, or in person regarding progress for at risk students&lt;br&gt;• Send notifications to parents about credit deficiencies after each semester&lt;br&gt;• Meet with parents to create a plan for making up credits&lt;br&gt;• Create and implement parent informational presentations regarding college, leadership, and life</td>
</tr>
</tbody>
</table>
## Rubric

### Counselor Competency: College

4= Exceeds Expectations, 3= Meets Expectations, 2 Partially Meets Expectations, 1=Does Not Meet Expectations

<table>
<thead>
<tr>
<th>Meets Expectations</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College and Financial Aid HS ONLY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Assist students with completing College and Financial Aid applications.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 90% of the students have completed college application</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 90% of students have completed the FAFSA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The majority of students have access to scholarship information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 90% of counselor Letters of Recommendations have been completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Required College Testing HS ONLY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Assist students in registering for college testing such as PSAT,SAT,ACT, AP,ELM, EPT, ETC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 90% of students have registered for the SAT and ACT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reviewed score results with students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Collaborated with special education teacher to complete SSD form for accommodations during testing</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Academic Counseling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Conduct conferences with students and parents who receive fails or are experiencing academic difficulties</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Maintains documentation of conferences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Creates a credit recovery plan for students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Provides administrators with updates on student graduation progress</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Rubric

<table>
<thead>
<tr>
<th>College Tours</th>
<th>Plan College Tours</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Provide a Parent and student workshop regarding college tour expectations and procedures</td>
<td>⋯</td>
<td>⋯</td>
</tr>
<tr>
<td></td>
<td>• Gathered all required documentation such as permission slips and student contracts</td>
<td>⋯</td>
<td>⋯</td>
</tr>
<tr>
<td></td>
<td>• Provide detailed financial records of college tour expenses to administrator</td>
<td>⋯</td>
<td>⋯</td>
</tr>
<tr>
<td></td>
<td>• Gather college tour student evaluations</td>
<td>⋯</td>
<td>⋯</td>
</tr>
<tr>
<td></td>
<td>• Provide detailed itineraries</td>
<td>⋯</td>
<td>⋯</td>
</tr>
<tr>
<td></td>
<td>• Provide training to chaperones regarding expectations</td>
<td>⋯</td>
<td>⋯</td>
</tr>
</tbody>
</table>

### Green Dot Counselor Competency: Leadership

*4= Exceeds Expectations, 3= Meets Expectations, 2 Partially Meets Expectations, 1=Does Not Meet Expectations*

<table>
<thead>
<tr>
<th>Career Knowledge</th>
<th>Provide Career Knowledge in applicable classes</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Provide one workshop regarding Career Pathways to all grade levels</td>
<td>⋯</td>
<td>⋯</td>
</tr>
<tr>
<td></td>
<td>• Provide students with resources regarding Career preparation (i.e. Job fairs, sample resumes, and interview skills)</td>
<td>⋯</td>
<td>⋯</td>
</tr>
</tbody>
</table>
# Appendix F – Counselor Evaluation Documents

## Rubric

<table>
<thead>
<tr>
<th>Leadership Opportunities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide students with resources for leadership opportunities during the summer</td>
<td>•</td>
</tr>
<tr>
<td>• Provide resources to parents and students about special programs such as Academy of Business Leadership, community service opportunities, and clubs</td>
<td></td>
</tr>
<tr>
<td>• Collaborate with Advisory or Curriculum Skills teachers about leadership and life skills lessons</td>
<td>•</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transition Opportunities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assists with students with IEP for Transitional services</td>
<td>•</td>
</tr>
<tr>
<td>• Part of the IEP Team to determine student opportunities after high school</td>
<td></td>
</tr>
<tr>
<td>• Assist with enrollment to transitional services such as community college or SCROC</td>
<td>•</td>
</tr>
</tbody>
</table>

## Counselor Competency: Life

4= Exceeds Expectations, 3= Meets Expectations, 2 Partially Meets Expectations, 1=Does Not Meet Expectations

<table>
<thead>
<tr>
<th>Meets Expectations</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Support: Counseling</td>
<td>• Provide Individual and Group Counseling</td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>• Use appropriate parent contact (i.e. permission slips) to participate in individual or group counseling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Provide at least one counseling group per semester</td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>• Provided log entry documentation of student participation</td>
<td>•</td>
</tr>
</tbody>
</table>
## Appendix F – Counselor Evaluation Documents

### Rubric

| Student Support: Special Needs / Special Populations | • Provide appropriate DIS counseling to students  
• Be present at IEP meeting as a counselor  
• Present IEP counseling goals  
• Provide documentation in Welligent, SEIS, or Power School regarding meeting session times  
• Provide support for ELL students  
• Collaborate with ELL teachers regarding student progress |  |  | •  | •  |
| --- | --- | --- | --- | --- | --- |
| Student Support: Mediation | • Develop a mediation program  
• Provide opportunities for students and staff to resolve conflicts in a positive manner  
• Provide documentation in Power School of contacts through mediation program |  |  | •  | •  |
| Student Support: Mental Health Services | • Collaborate with Mental and Behavioral counselors  
• Consistent meetings with Mental and Behavior counselors  
• Facilitates the referral process for counseling services |  |  | •  | •  |
# Rubric

## Counselor Competency: School Site Responsibilities

4 = Exceeds Expectations, 3 = Meets Expectations, 2 Partially Meets Expectations, 1 = Does Not Meet Expectations

<table>
<thead>
<tr>
<th>Meets Expectations</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Norms and Professional Development</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Adhere to staff norms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Attend all school counselor professional development meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Attend all school staff professional development meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Provide at the minimum one presentation per semester to staff about updates regarding students or counseling department</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Records</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Assures that students are scheduled properly in Power School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Transfer credits and grades from others schools to Power School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Make changes to student grades with proper documentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Provide office with copies of test scores from SAT and ACT</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Rubric

Green Dot Counselor Competency: Parent & Community Engagement

4= Exceeds Expectations, 3= Meets Expectations, 2 Partially Meets Expectations, 1=Does Not Meet Expectations

<table>
<thead>
<tr>
<th>Meets Expectations</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Conduct parent conferences regarding student academic progress</td>
<td>•</td>
<td></td>
</tr>
<tr>
<td>• Sending notifications to parents about credit deficiencies after each semester</td>
<td>•</td>
<td></td>
</tr>
<tr>
<td>• Conferencing with parents to create a plan for making up credits</td>
<td>•</td>
<td></td>
</tr>
<tr>
<td>• Provide alternatives options for receiving a HS diploma ex. AEWAC, Adult School, Continuation School, CHSPE, etc</td>
<td>•</td>
<td></td>
</tr>
<tr>
<td>• Monthly Regular contact with parents via email, phone, or in person regarding progress for at risk students</td>
<td>•</td>
<td></td>
</tr>
<tr>
<td>• Creating and implementing at least one parent informational presentations per semester regarding college, leadership, and life</td>
<td>•</td>
<td></td>
</tr>
<tr>
<td>• Provide Community Resources to parents and students</td>
<td>•</td>
<td></td>
</tr>
</tbody>
</table>
Appendix F – Counselor Evaluation Documents

Score and Signature Page

Performance Evaluation Score and Signature Page

**Directions:** The evaluating administrator shall fill-in grey boxes prior to the meeting to review Performance Evaluation Ratings

**Step 1:** Insert the score you provided for each of the elements on the rubric

<table>
<thead>
<tr>
<th>College and Financial Aid HS Only</th>
<th>Required College Testing HS Only</th>
<th>Academic Counselling</th>
<th>College Tours</th>
<th>Career Knowledge</th>
<th>Leadership Opportunities</th>
<th>Transition Opportunities</th>
<th>Counseling</th>
<th>Special Needs</th>
<th>Mediation</th>
<th>Mental Health</th>
<th>School Norms and PD</th>
<th>Student Records</th>
<th>Parent Outreach and Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Step 2:** Find the sum of all the scores

**Step 3:** Divide the sum by the number of elements you scored

**Step 4:** Provide the final Performance Evaluation Score here

I, ________________________________, have reviewed my performance evaluation ratings and discussed the results with my evaluator. This Performance Evaluation Signature Page memorializes my review and discussion regarding my evaluation and will be placed in my personnel file and will become a permanent part thereof.

I understand that I have the right, within ten days of receipt of my performance evaluation ratings, to provide a written response to the content therein, which will be placed in my personnel file. My administrator shall respond the written response and explain whether any new evidence presented in the response will modify my Performance Evaluation ratings.

_______________________________  ________________________________  ________________  ________________
Counselor Name                  Counselor Signature  School  Date

_______________________________  ________________________________  ________________  ________________
Evaluator Name                  Evaluator Signature  School  Date