

CERTIFICATED CONTRACT

between

United Educators of San Francisco

and

Creative Arts Charter School

July 1, 2017 - June 30, 2020

REVISED October 16, 2018

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Article 1. Recognition

Creative Arts Charter School (hereinafter “the School”) recognizes the United Educators of San Francisco, AFT Local 61, AFL-CIO, NEA/CTA (hereinafter “the Union”) as the exclusive representative for the purpose of meeting and negotiating of all certificated employees, excluding the following:

- (a) Management, supervisory, and confidential employees as defined in the Educational Employment Relations Act;
- (b) Consultants;
- (c) Substitutes; and
- (d) Independent contractors.

Article 2. Definitions

- (a) “School” – “School” is defined as the Creative Arts Charter School.
- (b) “Director” – “Director” is defined as the individuals vested by the Board of the Creative Arts Charter School with the authority to manage and administer the staff and operations of the School.
- (c) “Director of Arts Programming and Resource Development,” “Lower School Administrator,” and “Middle School Administrator” – “Director of Arts Programming and Resource Development,” “Lower School Administrator,”

“Middle School Administrator” are defined as individuals with the authority to manage and administer the certificated staff and operations of the School.

- (d) “Director of Operations” - “Director of Operations” is defined as the individual who has the authority to manage and administer the operation of the School including supervising clerical personnel, and administer Human Resource services.
- (e) “Teacher” – “Teacher” is defined as all non---management, non-supervisory certificated employees whose position requires a valid teaching credential issued by the State of California, or teachers who teach in a non-core subject.
- (f) “Counselor” – “Counselor” is defined as all non-management, non-supervisory certificated employees who provide counseling services.
- (g) “Union” – “Union” shall refer to the United Educators of San Francisco.
- (h) “Day(s)” – “Day” or “days” are defined as calendar days unless otherwise indicated.
- (i) “Board” – “Board” is defined as the Board of Directors of the Creative Arts Charter School.
- (j) “Employee(s)” – “Employee” or “employees” are defined as those employees of the Creative Arts Charter School, whether credentialed or classified, whom the Union is certified to represent by the Public Employment Relations Board.
- (k) “Layoff” – “Layoff” is defined as the elimination or reduction of hours of one or more regular full-time or regular part-time positions.

Article 3. Union Security

Section 3.01 Agency Shop

- (a) The Employer shall require all employees, as a condition of continued employment, to join the Union, or to pay a fair share service fee as defined in Section 3546 of the Educational Employment Relations Act, upon hire or the effective date of this Agreement, whichever is later.
- (b) An employee who is a member of a religious body whose traditional tenets or teachings include objections to joining or financially supporting employee

organizations shall pay sums equal to the fair share service fee to one of the following charitable funds in lieu of paying dues:

- (i) UESF Scholarship Fund
 - (ii) African American Art and Culture Complex
 - (iii) San Francisco Education Fund.
- (c) The employee shall provide proof of such payments every July 1 to the School as a condition of continued exemption from the requirement of paying dues. If the employee requests the Union to use the grievance procedure on the employee's behalf, the employee shall pay the Union for the cost of using such procedure.

Section 3.02 Dues Deduction

- (a) The School shall require all employees, as a condition of continued employment, to complete an authorization form provided by the Union for the purpose of paying membership dues or fees as provided herein.
- (b) The School shall deduct dues or fair share service fees in an amount prescribed by the Union every pay period from each employee's paycheck and forward them to the Union monthly.

Section 3.03 Indemnification

The Union agrees to indemnify and hold the School harmless against all legal fees and legal costs incurred in defending against any court action and/or administrative action challenging the legality or constitutionality of the Agency Fee provisions of this Agreement. The Union shall have the exclusive right to decide and determine whether any such action or proceeding referred to in this paragraph shall or shall not be compromised, resisted, defended, tried or appealed.

Article 4. Union Rights

Section 4.01 Union Building Representatives and Officers

The School shall provide a reasonable amount of release time without loss of compensation to employees designated by the Union as union building representatives or officers to conduct Union business. The Union shall be provided a total maximum of eight (8) days

of release time annually to attend Union trainings, meetings, and conferences. Time spent in negotiations, grievance meetings and Labor Management Committee meetings shall not be included in the calculation of these eight (8) days.

Section 4.02 Information Requests

The School shall provide the Union with information that is relevant to bargaining or enforcement of this Agreement within ten (10) days of the date the School receives the Union's request, unless mutually agreed otherwise.

Section 4.03 Facilities

The School shall grant the Union use of School facilities for Union meetings at no cost to the Union, with prior arrangement with the School, and at times that do not interfere with other school activities.

Section 4.04 Bulletin Boards

The School shall provide a reasonable amount of bulletin board space for the Union in all places where notices to employees are customarily posted.

Section 4.05 Mail and Electronic Mail

The Union shall have the right to use employee mailboxes and electronic mail to communicate with employees.

Section 4.06 New Hire Union Induction and Orientation

- (a) Within five (5) days of hiring, new employees will be informed in writing of their placement on the salary scale, information on their benefits package options, a contact person for benefits administration and the date when their benefits will become active.
- (b) New-hire orientations shall include a thirty (30) minute presentation by the Union. The School shall provide release time without loss of compensation to two (2) Union representatives for this purpose.

Section 4.07 Employee Information

The School shall supply the Union with an electronic (Excel format) list of employees showing their names, an ID number, home addresses, work and home telephone numbers, dates of hire, job titles, rates of pay, and hours per week twice a year and upon request. The School shall also supply the Union with this employee information about new employees

as soon as it becomes available, and with any changes to a current employee's information. To the extent possible, the information shall be provided in a format for successful importing to the UESF system.

Section 4.08 Access

Union representatives shall be permitted reasonable access to the School's facilities to conduct Union business and shall sign in at the office.

Section 4.09 Meetings

The Union shall have twenty (20) minutes at the end of every other staff meeting to make a statement/report on matters of Union business or concern. These meetings will begin at 3:40pm.

Article 5. Labor Management Committee

- (a) The parties shall form a joint Labor Management Committee to discuss and resolve issues of mutual concern. A meeting shall be held prior to the start of instruction at which time monthly meetings shall be scheduled for the school year. If meetings must be cancelled, the party canceling is responsible for re-scheduling the meeting at a future date within two (2) work days.
- (b) The Committee shall not substitute for the grievance procedure or negotiations.
- (c) The Committee shall be composed of up to three (3) management and up to three (3) Union representatives, who shall be granted release time without loss of compensation to attend Committee meetings.
- (d) The Committee shall meet once per month at mutually acceptable dates, times, and locations.

Article 6. Health and Safety

Section 6.01 Written Report of Unsafe Conditions

- (a) Each employee is entitled to report to the Director, in writing, any conditions that may have a detrimental effect on the health, safety, or well-being of students, employees or other persons. Procedures for reporting and follow-up shall be

determined by the Director and the Labor Management Committee, reviewed with all staff at least annually, and distributed to all staff each year.

- (b) Upon receipt of such report, the Director shall determine what, if any, steps are warranted, and shall provide a written response to the reporting employee within a reasonable period of time following the report.

Section 6.02 Immediate Report of Assault

- (a) Employees shall immediately report cases of assault or physical threat suffered by them in connection with their employment to the Director or designee, who shall immediately report the incident to the police, if after investigation such action is warranted. The Director shall release the employee from duty when s/he makes a statement to the police or appears in court in connection with the incident.
- (b) Employees released from duty under this provision shall not suffer any loss of pay or benefits.

Section 6.03 Pupil Suspension for Disciplinary Matters

Employees may recommend, in writing, that a student be suspended from school or from his or her class consistent with the School's student discipline policy. In the event the School chooses not to implement the recommendation of the employee, the Director shall provide a written description of the steps that have been taken as a result of the recommendation, as well as the reasons for not implementing the recommendation. Teachers may, at their option, agree to accept students into their classes who have been suspended from other classrooms, or are serving an in-house suspension.

Section 6.04 Unsafe Conditions

Employees shall not be required to work under unsafe or hazardous conditions or to perform tasks that endanger their health or safety, except as required by law or the School's Safety Plan.

Section 6.05 Personal Safety

- (a) Infectious or contagious disease – Employees shall report any suspected infectious or contagious disease that they believe might endanger their safety. Students suspected of having a contagious disease shall be sent to the school office. Employees shall be notified of the steps taken by the Director to protect the safety of the employees and the students.
- (b) Dangerous student action – Employees who believe their safety, or the safety of students, to be endangered by a student's actions shall refer such student to the

Director or designee consistent with the School's referral policy. No student who is referred under this section shall be returned to an employee's class until the Director or designee has communicated in writing to the affected employee the action that has been taken. The Director's or designee's written report may be written on the original referral form or sent via email.

- (c) Reasonable physical control of students – An employee may use reasonable physical control to protect him or herself or others from attack, to protect property from damage or destruction, to quell a disturbance threatening physical injury to others, or to obtain a dangerous object from the student. Whenever possible, an employee should seek assistance and/or call 911.
- (d) Employees will not be reprimanded or disciplined in any manner for reporting unsafe conditions, assaults or any other dangerous situations listed in this Article to the Director or the Union, nor shall any such actions be reflected in employees' evaluations, unless such report(s) are found to be false.

Section 6.06 Personal Property Damaged at School

- (a) Reimbursement of up to a maximum of \$800 per employee per school year shall be made to employees for loss, destruction or damage by arson, burglary, or vandalism of employee-purchased or loaned instructional materials used for instruction, as provided below, if the Director has previously authorized the use of such materials and the materials are necessary for instruction and not provided by the School. In the event of a calamity that results in catastrophic losses to employee personal property, the School and the Union shall meet within thirty (30) days to determine the reimbursement amounts and schedule for payment, subject to the applicable school insurance.
- (b) Prior to bringing such items to School for instructional use, employees shall provide the Director with documentation of the item's value, as well as a description of how it will be used in instruction. Reasonable care must be taken by the employee to safeguard and secure any such items.
- (c) Documentation of the value of the item and the Director's approval will be included in the employee's personnel file using the "Record of Personal Property to be used in Classroom Instruction" located in Appendix G.

Section 6.07 Telephones

The School shall provide a working telephone in all classrooms that contain an existing functional telephone jack.

Section 6.08 Child Abuse, CPR, and First Aid Training

- (a) The School shall provide annual training on mandated reporting for child abuse and emergency procedures, including procedure for lockdowns that occur before, during, or after school
- (b) Pending enrollment, the School will provide annual training in CPR and First Aid.

Article 7. Materials and Supplies

- (a) Teachers and Counselors shall be granted up to \$300 every school year for discretionary classroom materials and supplies that, in general, are not customarily provided by the School. Items customarily provided by the School include all regularly used materials and supplies needed for the classroom and planned curriculum (paper, pencils, art supplies, books, curriculum kits, etc.). Every attempt should be made to use the School as a primary purchasing agent for regularly used items.
- (b) Unit members may order such discretionary items through the School or purchase the items themselves and be reimbursed. Unit members shall be reimbursed monthly from the date they submit receipts for items purchased under this Article. Unit members who exhaust their amount may be granted additional funds for materials and supplies with approval of the Director.

Article 8. Professional Development

- (a) All staff members shall have the right to request to participate in professional--development activities sponsored by outside providers. Such participation shall be at the School's expense, should relate to the employee's duty assignment, and shall not be denied arbitrarily. The Director shall have the sole discretion to approve or deny these activities.
- (b) Certificated staff members may ask or may be afforded the opportunity to participate in School-sponsored professional development opportunities for up to one (1) week in the summer. Such participation shall be voluntary and shall be at School expense. The Director shall have the sole discretion to approve or deny these activities. Such participation shall not be denied arbitrarily.
- (c) Certificated staff approved to participate in school-sponsored professional development activities will work with the Director and/or designee to ensure such professional development information is shared with all certificated staff.

Article 9. Class Size

- (a) The School and the Union agree that small class sizes are important to the educational mission of CACS. Class sizes in grades K-3 shall be no more than 22 students. Class sizes in grades 4-5 shall be no more than 26 students, and class sizes in 6-8 shall be no more than 28 students. These class size limits shall not be applicable to physical education and visual and performing arts classes, and the Aftercare Program.
- (b) Within one (1) month of the beginning of the first and third quarter, the Labor Management Committee shall conduct a review of class sizes. After the general review of classroom enrollment and the particular needs of special education students, the director shall make the necessary changes to maintain an equitable classroom balance among teachers except by mutual agreement between the Director and the affected teachers.
- (c) If a teacher is absent and no substitute is available to cover the teacher's class, CACS may distribute the teacher's students into other teachers' classrooms. CACS will attempt to distribute the students in an equitable manner aimed at minimizing disruption/burden to teachers. Teachers will only be required to accept additional students in such cases a maximum of two (2) times without compensation during a school year. Additional instances will result in the teacher being compensated at the rate of \$10 per student for a regular day, prorated as necessary.

Article 10. Personnel Records

- (a) Except as provided in this Article, the Director or designee, including a Board member who has been designated by the Board to assist administration in a personnel matter, may inspect the material in employee personnel records. All parties who have access to materials in employee personnel records shall maintain confidentiality regarding the information contained therein.
- (b) Employees, or the Union with oral or written authorization from the employee, may inspect their personnel records during normal business hours at mutually agreeable times with the Director or designee. Employees, upon request, shall receive a copy of any document contained in his or her personnel records. Such material is not to include ratings, reports, or records that were obtained prior to the employment of the person involved.
- (c) Employees who believe that any personnel record material is not accurate, relevant, timely, or complete may submit a written request for correction or deletion of those items to the Director. The Director shall respond in writing within ten (10) days.
- (d) Information of a derogatory nature shall not be entered into an employee's personnel records unless and until the employee is given notice and an opportunity to review and comment on that information. The review shall take place during

normal business hours and the employee shall be released from duty for this purpose without salary reduction. The employee shall have the right to enter, and have attached to any derogatory statement, his or her own comments.

- (e) Derogatory materials in a personnel file that are at least four (4) years old shall, upon an employee's written request, be removed from the personnel file and placed in a separate file unless the conduct was harmful to the emotional and/or physical well-being of students. Such material shall not be removed from the separate file except by court order or with the employee's consent.
- (f) Employees shall have the right to include in their personal file any material or information considered germane to that teacher's professional career.

Article 11. Performance Evaluations

Section 11.01 Preamble

Evaluation is a positive process designed to assist the certificated staff of Creative Arts Charter School in developing and improving skills related to their areas of professional responsibility. The process must describe professional responsibilities, assess performance, and provide assistance for improving performance.

Section 11.02 Evaluation Process

- (a) Probationary teachers and teachers in their first five (5) years at CACS shall receive a formal observation twice each school year, once per semester, and a Summary Evaluation once per year at the end of the Spring Semester.
- (b) After five (5) years of continuous employment in which the teacher is "Proficient" or "Distinguished" on their Summary Evaluation, permanent employees shall receive a Formal Observation and Summary Evaluation once per year. If a teacher does not meet or exceed standards, Formal Observations may be given twice a year and Summary Evaluations once per year until two (2) years of "Proficient" or "Distinguished" Summary Evaluations have been achieved.

Section 11.03 Standards for Evaluation

The Danielson Framework for Teaching shall form the basis for the categories of evaluation of all certificated employees. The Danielson Framework for Teaching, a research-based set of components of instruction, aligned to The Interstate New Teacher Assessment and Support Consortium (INTASC) standards, and grounded in a constructivist view of learning and teaching, shall form the basis for the categories of evaluation of all certificated employees.

The Danielson Framework provides a common language to describe teaching practices and increases the value of the conversations that emerge from classroom observations by peers, coaches, supervisors and admin. For example, discussing "student engagement in learning" is more effective when everyone understands what this looks like in light of four elements: activities and assignments, grouping of students, instructional materials and resources, and structure and pacing. Conversations using this more specific language invite teachers to analyze their own practice and invite observers to inquire about the decisions a teacher has made in planning and executing a lesson.

In addition to the Danielson Framework for Teaching , the Executive Director or designee will evaluate each employee utilizing the Classroom Teacher Position Description (see Appendix B) and/or Arts Specialist Position Description (see Appendix B). If the Danielson Framework for Teaching are updated, this Agreement shall automatically include the updated version of the Standards when released.

Danielson Framework for Teaching Domains:

1. Domain 1: Planning and Preparation
 - a. Demonstrating Knowledge of Content and Pedagogy
 - b. Demonstrating Knowledge of Students
 - c. Setting Instructional Outcomes
 - d. Demonstrating Knowledge of Resources
 - e. Designing Coherent Instruction
 - f. Designing Student Assessments
2. Domain 2: Classroom Environment
 - a. Creating an Environment of Respect and Rapport
 - b. Establishing a Culture for Learning
 - c. Managing Classroom Procedures
 - d. Managing Student Behavior
 - e. Organizing Physical Space
3. Domain 3: Instruction
 - a. Communicating with Students
 - b. Using Questioning and Discussion Techniques
 - c. Engaging Students in Learning
 - d. Using Assessment in Instruction

- e. Demonstrating Flexibility and Responsiveness
- 4. Domain 4: Professional Responsibilities
 - a. Reflecting on Teaching
 - b. Maintaining Accurate Records
 - c. Communicating with Families
 - d. Participating in the Professional Community
 - e. Growing and Developing Professionally
 - f. Showing Professionalism

Section 11.04 Evaluation Procedures

- (a) A representative of the school administration, hereinafter called the evaluator for purposes of this Article, shall meet with new employees within the first twenty (20) days of the school year for the purpose of describing the evaluation process. Such explanation shall include providing a copy of this Article to the new employee(s), including the appropriate appendices of evaluation forms to be used, and a copy of the appropriate job description.
- (b) Employee evaluation shall be based on one (1) formal observation per semester, for a total of two (2) formal observations per evaluation year. All formal observations must be for at least thirty (30) consecutive minutes. Nothing in this paragraph shall prevent the evaluator from including informal observations in developing the Summary Evaluation, as discussed in Articles 11.04(i).
- (c) Prior to making a formal observation, the evaluator shall conduct an individual pre-observation conference with the employee to be evaluated. There may be discussion of circumstances affecting the employee's ability to be evaluated positively, such as, but not limited to: the educational capabilities of the learners, the appropriateness of the learning environment, and the job description of the employee.
- (d) The evaluator shall make an observation of the employee's performance no later than five (5) days after the pre-observation conference, at a time and day mutually agreed upon by the employee and evaluator.
- (e) The evaluator must meet with the affected employee within ten (10) days following the formal observation. Within ten (10) days after the post observation meeting, the evaluator shall prepare, report, and submit to the employee and report the results of the formal observation on the form included in this Agreement as Appendix C, Formal Observation Form. At this meeting, the evaluator may also discuss with the

employee any performance issue observed during informal observations. These informal observations may also be included in the report prepared by the evaluator pursuant to this section.

- (f) If an employee receives a rating of “Unsatisfactory” on the first formal Observation Report, the employee shall participate in a professional-improvement plan mutually developed by the school administration and the employee. Such plan will identify specific performance expectations, present specific timelines within which the identified expectations are to be met, provide resources and support the employee may need to meet the expectations, and identify specific consequences if the expectations are not met. The evaluator or his/her designee shall provide affirmative assistance in an effort to improve the employee’s performance. Such assistance may include, but not be limited to: a demonstration lesson; a supply of the appropriate resource material; observation and consultation by and with peers; professional development; and release time for the employee to visit and observe similar classes or activities.
- (g) The employee shall have the right to submit a written response within ten (10) days after receipt of the observation report. If the employee submits a written response, it shall be attached to the evaluator’s report and filed in the personnel file.
- (h) The observation cycle as described in Article sections 11.04(b)-11.04(e) shall be completed no later than the last day of each semester.
- (i) Each employee evaluated during the school year shall receive a Summary Evaluation, recorded on the form included in this Agreement as Appendix D. The Summary Evaluation will reflect the formal Observation Reports she/he has received. The Summary Evaluation may also be based on informal observations during the school year, documentation for which has been provided to the employee in the course of the school year. The Summary Evaluation shall form the basis for the determination regarding the retention of the employee, as set forth in Appendix D (Summary Evaluation Form).
- (j) The school administration shall provide each affected employee with the Summary Evaluation no later than the last day of the spring semester.
- (k) Employees shall be rated as “Unsatisfactory,” “Basic,” “Proficient,” or “Distinguished.”

Article 12. No Discrimination

- (a) The School shall not discriminate against any employee on account of race, color, religion, national origin, age, veteran status, disability, political belief, citizenship, gender, gender identity, sexual orientation, union activity, medical condition, pregnancy, marital status, or other legally protected status.

- (b) All employees at the School are free to express views on issues affecting the school and its community without reprisal, as permitted by state and/or federal law.

Article 13. Grievance Procedure

Section 13.01 Definitions

- (a) A “grievance” is defined as an alleged violation, misinterpretation, or misapplication of this Agreement; school policies relating to wages, hours of employment, and other terms and conditions of employment; or past practice.
- (b) A “grievant” is defined as an employee, a group of employees, or the Union.

Section 13.02 General Provisions

- (a) Employees shall have the right to Union representation at every step of the grievance procedure.
- (b) The School shall provide release time without loss of compensation to employees to attend grievance meetings.
- (c) Failure to respond to a grievance at any step within the required time frame shall result in automatic appeal of the grievance to the next step. Time limits may be extended by mutual agreement.
- (d) An employee in his or her initial probationary period shall have access to the grievance procedure, provided however he or she shall not have the right to grieve his or her termination of employment.
- (e) A grievance shall not be presented later than thirty (30) days after the employee knew, or reasonably could have known, of the event giving rise to the grievance.

Section 13.03 Informal Resolution

- (a) Grievants are encouraged to discuss concerns directly with their immediate supervisor. The supervisor shall gain a clear understanding of the grievant’s concern or complaint and work with the grievant to correct the problem. Should the immediate supervisor not be available for the time period relevant to the grievance protocol, the grievant is responsible for notifying the Director or designee, who shall select another administrator to hold the informal resolution discussion.
- (b) The supervisor shall respond within fifteen (15) days of the date of the initial discussion.

Section 13.04 Step One – Director

- (a) If the informal approach fails to achieve the desired result, and the grievant wishes to pursue the matter, the grievant shall present the grievance in writing on the appropriate form (Appendix F) within fifteen (15) days after the grievant knew, or should have known, of the circumstances which form the basis for the grievance. The formal document shall be a clear, concise statement of the grievance, citing specific sections of the Agreement allegedly violated, misinterpreted or misapplied, the circumstances involved, and the specific remedy sought. The formal grievance shall be submitted to the Director or designee.
- (b) The Director shall meet with the grievant to discuss the grievance within ten (10) days of receipt of the formal grievance. The Director shall respond to the grievance in writing within ten (10) days of the meeting. The Director shall send copies of the response to both the grievant and the Union.

Section 13.05 Grievance Committee

- (a) If the Union is dissatisfied with the response at step one, the Union may appeal to the Grievance Committee within fifteen (15) days of receiving the Step 1 response. The Grievance Committee shall be composed of one appointee from the School, one appointee from the Union and a neutral appointee who shall be selected from a list to be provided by the State Mediation and Conciliation Service. The list shall include five (5) names and the parties shall alternately strike until one neutral is selected. The parties shall flip a coin to determine who strikes first.
- (b) The Grievance Committee shall conduct an evidentiary hearing with the parties to review the grievance, whereby both parties will be permitted to introduce evidence/testimony regarding the grievance. The burden of proof in all grievances shall rest with the Union. Following presentation of evidence/testimony regarding the grievance, the Grievance Committee may discuss the case without the parties present. If requested by the Grievance Committee, the parties may be asked to submit briefs. If no briefs are deemed necessary the parties shall have an opportunity to make closing arguments.
- (c) The decision of the Grievance Committee shall be final and binding. The Grievance Committee shall provide a written decision to the parties not later than thirty (30) calendar days after the closing of the hearing and shall make its decision by majority vote.
- (d) The jurisdiction of the Grievance Committee is limited to whether or not a specific provision of this Agreement has been violated. In no case shall the Grievance Committee have the power to add to, subtract from, or modify any of the terms of this Agreement.

- (e) The fees and expenses of the State Mediation and Conciliation Service's involvement in the aforementioned conference shall be borne equally by the School and the Union. All other expenses shall be borne by the party incurring them.

Article 14. Sick Leave

Section 14.01 General

- (a) Sick leave may be used for personal illness of the employee or a member of the employee's immediate family, as well as for any purpose consistent with the Family and Medical Leave Act or California Family Rights Act leave (e.g., caring for an ill family member or bonding with a new baby or adopted/foster child).
- (b) Certificated employees may use accrued sick leave in one half (1/2) day increments.
- (c) Employees may use up to five (5) days of sick leave for personal necessity leave per year. Uses of personal necessity leave may include but are not limited to, death or serious illness of a member of the employee's immediate family (this is in addition to Bereavement Leave), an accident involving the employee's person or property, or the person or property of an immediate family members, adoption of a child, the birth of a child making it necessary for an employee who is the father of the child to be absent from his position during work hours, attendance at conferences, personal legal matters, religious observances, and business matters that cannot be conducted outside of the work day.
- (d) For absences of three (3) consecutive work days or more, the School may require a medical certification.

Section 14.02 Accrual

- (a) Certificated employees shall accrue ten (10) days of sick leave at the start of each school year. Part-time certificated employees shall accrue sick leave pro rata based on the percentage of time worked.
- (b) Unused sick leave shall be carried forward from one year to the next with a maximum accumulation of (25) days.

Section 14.03 Unused Sick Leave

- (a) Employees in CalSTRS may have their unused sick leave days deemed unused sick leave upon termination of employment for which they receive retirement service credit. Employees who accept a position in a school district may alternatively have such days deemed leave of absence for illness or injury under Education Code

Section 44978 for certificated and Education Code Section 45191 for classified employees as permitted by law. The School shall certify to the new school district the total amount of leave of absence for illness or injury to be transferred under Education Code Section 44979 for certificated employees and Education Code Section 45202 for classified employees, as permitted by law.

- (b) Employees not in CalSTRS shall have up to two (2) accrued but unused sick leave days (calculated based on the employee's average work day) paid to them upon retirement.

Section 14.04 Leave Donations

- (a) An employee may donate any portion of his or her accrued sick leave days to another employee in his/her bargaining unit who has exhausted his or her accrued sick leave and has a catastrophic illness or injury that requires time off.

Article 15. Other Leave

Section 15.01 Bereavement Leave

- (a) Employees who experience a death in the family shall be granted three (3) days off with pay or five (5) days off with pay for the death of a spouse/partner, parent, child, or sibling, or for travel exceeding 500 miles.
- (b) For the purpose of bereavement leave, family is defined as spouse, domestic partner, parent (or any person who has actually served in the capacity of parent), grandparent, brother, sister, child, stepchild, foster child, grandchild, mother-in-law, father-in-law, step-mother, step-father, step-brother, step-sister, brother-in-law, sister-in-law, daughter-in-law, son-in-law, guardian, aunt, uncle, niece, or nephew.

Section 15.02 Judicial Leave

Employees shall be provided leave for jury duty and to appear as a witness in court, other than as a litigant. While actually serving or required to appear for jury duty, the employee shall receive his/her regular earnings and shall assign to the School all remuneration received for jury duty except for that part received for travel expense reimbursement. Employees shall provide proof of jury service.

Section 15.03 Family Medical Leave

- (a) Employees may take up to twelve (12) workweeks of unpaid leave each year for a serious health condition of the employee or the employee's child, spouse, domestic partner, or parent, or to care for or bond with a newborn child, a newly adopted child, or a newly placed foster child.
- (b) For Family Medical Leave purposes, the leave year shall be the school year.
- (c) The School shall pay the same benefit premiums for an employee on Family Medical Leave as the employee is entitled to under Article 17, Sections 17.01 and 17.02.
- (d) Employees taking Family Medical Leave for a serious health condition shall be allowed to take leave on an intermittent or reduced-schedule basis.
- (e) Unless requested by the employee, the School shall not substitute any of the employee's accrued sick leave during leaves taken pursuant to this section.
- (f) The School shall restore employees returning from Family Medical Leave to their original positions. Assignment to an equivalent position is permitted only if the original position no longer exists.
- (g) All time on Family Medical Leave shall be considered time worked for purposes of determining seniority and other benefits.
- (h) The School policies and procedures for leaves due to pregnancy and related disability shall be committed to writing and made available in hard copy and electronically to staff.

Section 15.04 Personal Leave

- (a) An unpaid personal leave for one (1) semester or one (1) year for reasons of pregnancy, illness or illness of a family member, military leave transfer, or parental leave shall be granted at the request of the employee. The request must be received by the Director no later than March 1 for the following fall term or no later than September 1 for the following spring term. This section is not intended to alter/impair any leave of absence rights an employee may have under applicable law.
- (b) Permanent certificated employees who have worked at CACS for a minimum of five (5) years (eligible in their sixth (6th) year) may request an unpaid leave of absence for one (1) semester or one (1) school year (August to June). Such requests will be granted at the Director's discretion, under the following guidelines:
 - (i) said request is received by the Director not later than March 1 for the following fall term or no later than September 1 for the following spring term AND
 - (ii) the Director has discretion based on impact on the school, how many other teachers are on leave per section (a) above, number of requests, etc.

- (c) Employees who have taken a long-term leave would be eligible again for an additional leave after their 10th year at CACS (every five (5) years).
- (d) The Director shall make every effort to assign a teacher returning to duty from a long-term leave of absence to a position similar to the one previously held. If a teacher notifies the Director of his/her intent to return from long-term leave before February 1, he/she shall be given priority for placement in a position similar to the one held before going on leave, if available. Any teacher returning from long-term leave who notifies the Director of his/her intent to return after February 1 may be assigned/continued on unpaid leave at the discretion of the Director. Continued failure of an employee on leave to notify the Director of his/her intent to return by February 1 in the following year shall be deemed a voluntary resignation.
- (e) Employees shall advance on the salary schedule one step for each year of service (as defined in article 26.01). For purposes of this section, a year of service shall mean that the employee has received compensation from CACS for 75% or more of the scheduled work days during a given school year. All paid leave, including vacation, sick leave, bereavement, jury duty and personal necessity time shall count toward the calculation of the amount of service needed for advancement.
- (f) Employees on long-term unpaid leave will be responsible for full payment of their benefits. At the time of the request for leave, it will be determined whether the employee may continue on the School benefits plan but will be responsible for paying 100% of the cost in advance, or go on COBRA.
- (g) A personal leave may be extended beyond one (1) semester or one (1) year by mutual agreement between the employee and the School.

Article 16. Assignments

Section 16.01 Assignments

- (a) Certificated unit member assignments within grades kindergarten through fifth grade may be as follows:
 - (i) K-1 loop
 - (ii) 2-3 loop
 - (iii) 4-5 loop
- (b) The Director, after consultation with the teaching staff, shall consider the following factors when making assignments for the next school year (in no order of preference): looping, teacher experience, performance evaluations, seniority and the educational program.

Section 16.02 Internal Posting Period

- (a) Notice of known vacancies for the upcoming school year for certificated position vacancies shall be emailed to all employees and posted in areas frequented by employees for three (3) days before they are made public. Postings shall include job title, responsibilities, qualifications, salary range, benefits, the date of posting, and how/when to apply. Vacancies during the school year shall be shall be emailed to all employees and posted in areas frequented by employees for one (1) day before they are made public. Any subsequent changes to the responsibilities or qualifications for the position shall be emailed to all employees and posted in areas frequented by employees and shall result in automatic extension of the internal preference period by three (3) day for vacancies for the upcoming school year and by one (1) day for vacancies during the school year from the date employees are notified of the changes.
- (b) All current employees who submit a letter of interest to the Director during this period and who meet the minimum position qualifications as stated on the job description shall be interviewed.
- (c) The Director shall inform employees who are not selected the reason(s) in writing.
- (d) Notwithstanding any of the above, all current employees shall have the same rights as outside candidates to apply for position vacancies that have been made public.

Section 16.03 Work in a Higher Classification

- (a) Employees who are designated by the Director or his/her designee to temporarily perform duties of a higher job classification shall be paid for the actual hours performing those duties at the salary rate for step 1 of the higher classification or a ten percent (10%) increase over their current pay, whichever is greater.
- (b) Substitute assignments shall be paid at the substitute rate and offered to classified unit members in order of seniority, from highest to lowest, provided that the assignment does not conflict with their regular assignment and that the unit member has a bachelor's degree or higher from a regionally accredited college or university and has satisfied the California Commission on Teacher Credentialing basic skills requirement (for example, by passing the CBEST).

Article 17. Benefits

Section 17.01 General

- (a) The School shall provide all employees working at least twenty-one (21) hours per week with the health and welfare benefits set forth in this Article.
- (b) The School shall contribute, for each employee working less than twenty-one (21) hours but more than ten (10) hours per week, \$75 per month to a Health Reimbursement Arrangement covering out-of-pocket medical expenses, to the maximum extent permitted by law, incurred by the employee for the employee or the employee's spouse or dependents.
- (c) A joint labor-management committee (two members selected by the Union and two members selected by the School) shall meet annually to discuss any potential changes to benefit packages. The Director of Operations will present all options with the support of the School's Insurance Representative. Given that benefit changes affect all employees, the joint labor-management committee retains the right to make final decisions regarding changes with the understanding that labor input must be factored in to all decisions. When needed, the joint labor management committee shall conduct an anonymous survey of all employees eligible for benefits (administrative, certificated, and classified) on their preferences of benefits (solo or family coverage, service priorities, preferred providers, willingness to pay, etc.) Selection of the benefits will be based upon simple majority of survey preference. Should survey preferences suggest the selection of a more expensive plan than the current plan offered by the School, employees shall be responsible for the increased costs. Every effort shall be made for the joint labor-management committee to meet in the Spring preceding the next open enrollment period in order to discuss the upcoming benefits options.
- (d) In order to prepare for any possible benefits changes, the Union shall be free to meet with the School-selected broker regarding benefits options within the first four (4) weeks of school.

Section 17.02 Medical

The School shall pay for employees working 35 hours a week or more plus dependents (children) on the \$50.00 co-pay plan under Kaiser or a medical plan of comparable economic value and quality for employees. The School shall pay for employees working between 21 and 35 hours per week without dependent coverage on the \$50.00 co-pay plan under Kaiser or a medical plan of comparable economic value and quality for employees.

Section 17.03 Dental

The School shall offer a designated Dental Plan for each employee and eligible dependents at no cost to the employee.

Section 17.04 Vision

The School shall offer a Vision Plan, currently offered through Kaiser, for each employee and eligible dependent(s) for those employees who choose to pay for such a plan.

Section 17.05 Life/AD&D

The School shall provide each employee a \$10,000 Life/AD&D insurance plan.

Section 17.06 Commuter Checks

The School shall maintain the current commuter check benefit as required by local ordinance.

Article 18. Discipline

Section 18.01 Grounds for Discipline

Employees may be disciplined according to the provisions in this article for unprofessional conduct, immoral conduct, dishonesty, conviction of a felony or any crime involving moral turpitude, or persistent violation of or refusal to obey school policies or reasonable regulations prescribed by the school's governing board. Any disciplinary action taken against an employee due to off---duty conduct bearing a nexus to the employee's job shall be based upon applicable legal standards.

Section 18.02 Progressive Discipline

- (a) The School shall use progressive discipline. The progressive disciplinary steps shall be as follows:
 - (i) Counseling
 - (ii) Written warning
 - (iii) Suspension
 - (iv) Demotion (Classified only)
 - (v) Termination
- (b) If the actions of the employee threaten the health and/or safety of any other person the School may skip the progressive discipline steps.
- (c) The School shall, upon request from the employee, remove written warnings from an employee's personnel file four (4) years after the date of the last disciplinary occurrence, and they shall be placed in a separate sealed file, unless the conduct was harmful to the emotional and/or physical well-being of students. Such material

shall not be removed from the separate file except by court order or with the teacher's consent. The School shall not rely upon written warnings once they have been removed from an employee's personnel file as the basis for further discipline.

- (d) In applying the progressive discipline set forth in this article, the following guidelines shall apply: The Employee shall be informed of the consequences of his/her conduct prior to the imposition of any discipline; discipline shall be imposed only after a reasonable investigation of the basis for the discipline and shall be reasonably related to the nature of the offense; and rules, orders and penalties shall be applied fairly and equitably taking into account the employee's past record of discipline.

Section 18.03 Notice of Discipline

- (a) The School shall notify employees of proposed suspensions and/or terminations in writing at least five (5) days before the discipline is imposed. The notice shall include:
 - (i) The reason(s) for the discipline, including the charges against the employee and the policy or practice violated, if applicable;
 - (ii) Except in cases of termination, the action required to correct the problem and the time frame for corrections;
 - (iii) A copy of all materials upon which the discipline is based; and
 - (iv) A statement that the employee has the right to appeal the discipline using the grievance procedure in this Agreement.

Employees, upon request, shall have the right to the presence of a Union representative when they are presented with a notice of discipline.

Article 19. Work Year

Section 19.01 Work Year

The work year for all certificated employees shall be one hundred eighty-six (186) days, excluding summer professional development days. Of these, one hundred seventy-seven (177) shall be instructional days. Seven (7) days shall be professional development days, including the equivalent of at least one (1) day before the first day of instruction for classroom set-up. Two (2) days (one (1) per semester) shall be scheduled as an on-site report card work day. These days will be scheduled as part of the academic calendar. This Article voids past practice of hiring subs for report card days.

Section 19.02 Holidays

The School shall observe the same holidays as those observed by the San Francisco Unified School District.

Article 20. Layoffs

Section 20.01 General

- (a) Employees may be laid off due to lack of work or lack of funds.
- (b) Employees shall be laid off by classification and, for certificated employees, credentials, in reverse order of seniority, from lowest to highest. No certificated employee may be laid off while any other employee with less seniority is retained to render a service for which the former is certificated to render. This section shall not apply to probationary classified employees.

Section 20.02 Notice

- (a) The School shall notify the Union of proposed layoffs in writing at least forty-five (45) days before the effective date. The notice shall include a list of positions subject to layoff and a current seniority list.
- (b) The School shall meet with the Union to consider alternatives to layoffs and shall bargain over any effects of layoffs not specifically addressed in this Agreement.
- (c) The School shall notify affected employees in writing of layoff at least forty-five (45) days before the effective date.

Section 20.03 Recall Rights

- (a) Laid off employees and employees who demote as the result of a layoff shall be placed on a recall list for thirty-nine (39) months. Probationary teachers shall be placed on a twenty-four (24) month recall list. If the School is reemploying certificated or permanent classified employees the order of reemployment shall be from most to least senior for the school year for which the layoffs were noticed or occurred. (For example, if layoff notices are sent out for the 2017-2018 school year, upon rescission of these notices, seniority shall apply to rehire that occurs during the 2017-2018 school year. Thereafter, laid off employees shall be recalled based on the needs of the School and not necessarily in order of seniority.)
- (b) Recalled employees shall be reinstated with the same step placement, benefits, rights, and permanent or probationary status [for certificated only], they had at the

time they were laid off. The period of the employee's absence shall be treated as a leave of absence and shall not be considered a break in service for seniority.

Section 20.04 Other Rights

- (a) Laid off employees shall have first preference for substitute assignments in their prior classifications, at the regular substitute rate for classified and certificated. Substitute assignments shall be offered to laid off employees who have seniority in the classification in order of seniority, from highest to lowest.
- (b) Laid off employees shall have promotion rights as provided in this Agreement. The School shall email and mail laid off employees all internal postings for position vacancies at the time they are posted.
- (c) The School shall email and mail laid off employees and the Union a copy of all public job announcements at the time they are made public.
- (d) Laid off employees are responsible for notifying the Director of any changes in their email and/or mailing address.

Article 21. Savings Clause

Section 21.01 Savings Clause

If any provision of this agreement or any application thereof to any employee is held by a court of final jurisdiction or the Public Employment Relations Board (PERB) to be contrary to law, then such provision or application shall be deemed invalid, to the extent required by such court or by PERB, but all other provisions and applications shall continue in full force and effect.

Section 21.02 Statutory Changes

- (a) Federal, State, or Municipal legislative or administrative regulations changes that are permissive and affect the provisions of this Agreement shall, upon request of either party, be subjects for negotiations regarding a successor agreement.
- (b) Legislative or administrative regulation changes that are mandatory and are in legal conflict with the provisions of this Agreement shall supersede the conflicting provisions of this Agreement. The School and the Union agree to meet and revise the Agreement to reflect the mandatory change(s).

Article 22. No Strike or Lockout

Differences between the parties shall be settled by peaceful means as provided in this contract. For the duration of this contract, the Union, in consideration of the terms and conditions provided herein, will not engage in, instigate or condone any strike or work stoppage of members of the bargaining unit. For the duration of this contract, the School, in consideration of the terms and conditions provided herein, will not authorize or permit any lockout of members of the bargaining unit covered by this contract.

Article 23. Academic Freedom

Certificated employees are specifically authorized to choose curricula and curricular materials that they deem appropriate for the students assigned to their classes within the framework of School-adopted curricula and established practices.

Article 24. Probationary Period

- (a) All newly hired certificated employees shall complete a two-year probationary period.
- (b) A probationary employee who has received compensation from CACS for at least 75% of the school year shall be deemed to have served a complete year of probation.

Article 25. Sabbatical Leave

The Labor Management Committee will confer annually on the feasibility of Sabbatical Leaves.

Article 26. Pay

Section 26.01 Salaries

- (a) Teachers shall receive a ten percent (10%) salary increase for the 2017-2018 school year, a two percent (2%) salary increase for the 2018-2019 school year, and a two percent (2%) increase for the 2019-2020 school year.
- (b) Certificated employees hired after July 1, 2011, shall be granted a year of credit for each year of prior experience for purposes of initial placement on the salary schedule.
- (c) A certificated employee who holds current National Board for Professional Teacher Standards (NBPTS) certification shall receive an added annual salary payment of \$500 above regular salary schedule placement, provided that the employee is

teaching in a position for which he or she holds a current California teaching credential and provided the National Board Certification is in an area relevant to the employee's position at the School.

Section 26.02 Overnight Field Trips

Teachers who attend overnight field trips, with Director approval, shall be compensated with a stipend of \$100 per night and provided reimbursement for mileage incurred in their personal vehicle at the applicable IRS rate. When calculating mileage, the School shall serve as the start and end point for the calculations.

Section 26.03 Extended Day Stipend

Teachers are required to work at four (4) evening events each school year, and will receive an additional stipend of \$50 for work done beyond the defined work day.

The stipend received for these events is the equivalent of \$200 paid in the final paycheck of the school year. Music teachers may receive additional stipends to equal \$50 per event as compensation when the School requests performances from student musicians, and is agreed to by both parties.

After hours work for IEP meetings, SST meetings, or family conferences are exceptions to the Extended Day compensation, per our contract Article 27 (e), "every effort will be made, given the participant schedules to conduct these meetings during the work day."

The events are:

For All Teachers:

Fall Exhibition of Learning

Spring Exhibition of Learning

Spring Show

For Classroom Teachers:

Back to School Night

For Visual Art, Dance, Music and Theater Teachers:

Arts Night

For Music Teachers:

Events where the School has requested a performance of student musicians.

Section 26.04 Equity Support Team/Committee

Teachers who elect to serve on the Equity Support Team will be paid a stipend in biannual installments on/by December 18 (\$750) and May 25 (\$750). Interested teachers will apply to serve on this committee, and selection will be determined by the School Director. A job description for committee members is included in Appendix H

Article 27. Hours of Work—Certificated

Section 27.01 Work Week

- (a) The work week for certificated employees shall be Monday and Wednesday through Friday from 8:00 a.m. to 3:30 p.m., and Tuesday from 8:00-4:00 p.m., except during the two (2) conference weeks when the work day extends until 6:00 p.m. to accommodate parent schedules.
- (b) Committee work shall be voluntary and may require unit members to work beyond their normal day.
- (c) The School may schedule up to two (2) staff meetings per year (in addition to Tuesday staff meetings) provided that such staff meetings do not extend the work day more than two (2) hours.
- (d) The work week for the counselor shall be forty (40) hours. The work week for all other employees shall be thirty-eight (38) hours.
- (e) Employees are responsible for attending and participating in certain activities that may be scheduled outside of the defined working hours as follows:
 - Back to School Night (one per year, Classroom Teachers and Advisors required, Arts Specialists optional)
 - Spring Show (one per year)
 - Exhibition of Learning Events (one per semester)
 - Family Arts Night (once per school year; Arts Specialists required, Classroom Teachers optional)
 - And the following meetings, for which every effort will be made, given participant schedules, to conduct during the work day:
 - Individual Education Plan (IEP) Meetings
 - Student Study Team (SST) Meetings
 - Parent/Teacher Conferences

All other activities outside of working hours are subject to voluntary attendance and participation. Teachers are encouraged to attend Arts Performances and Community Events in which their class participates. Arts Specialists may schedule other arts

exhibitions/performances throughout the year, and would be encouraged to attend these events, unless alternative arrangements are made.

Section 27.02 Meal Periods

All employees shall be entitled to a daily uninterrupted thirty (30) minute duty--- free lunch in the middle of the day, as long as the employee works a minimum of six (6) hours a day.

Section 27.03 Preparation Periods

- (a) Whenever the term “preparation time” or “preparation period” is used, it is to mean the time within the workday of teachers set aside for planning, grading, contacting/meeting parents, lesson writing, analyzing student data, meeting with students or colleagues, making learning visible (process boards), collaboration, other professional responsibilities and other instructional tasks to be determined and self-directed by the teacher. Every effort shall be made to ensure that teachers are afforded professional autonomy during teaching preparation periods.
- (b) Each certificated staff member shall be entitled to preparation time each week within the work day as follows:

| Grade Level | Minutes of Preparation Time |
|------------------------|------------------------------------|
| K-5 and art teachers | 150 |
| 6-8 | 225 |
| Advisory arts teachers | 225 |

- (c) Such preparation time shall be included within the instructional day, and no designated preparation period may be of less than thirty (30) consecutive minutes.
- (d) Kindergarten teachers may be required to provide enrichment activities for grades 1---5.
- (e) If a teacher is required to cover another teacher’s class during his/her preparation period, the teacher will be compensated at the then-current applicable (credentialed or non-credentialed) substitute rate, prorated as necessary.
- (f) No more than 20% of preparation time may be scheduled for the purposes of department, grade level, arts-integration collaborations, inter-disciplinary collaborations or other professional responsibilities.
- (g) Preparation times may be modified during special schedules, conference weeks or other extenuating circumstances. Any modification will be reviewed and agreed upon by the Labor Management Committee and documented via Side Letter agreements to the Contract.

Section 27.04 Home Visits

At the start of each loop, all teachers are authorized to, at their own initiative, conduct visits to the homes of their students with pre-approval by the Director or designee. Those choosing to engage in such activity shall make every effort to schedule the visits before the school year commences, and will be paid a stipend of \$250 and will be reimbursed for mileage at the prevailing mileage rate authorized by the Internal Revenue Service, so long as reimbursement has been pre-approved by the Director or designee. Mileage shall be calculated between CACS and the home visit only; the teacher's normal commute is excluded.

Section 27.05 Family Conference Week Flex Time

Teachers who work beyond the defined work day during biannual family conference week can compensate for that overage by taking an equal amount of time off (e.g., leaving early) on other days during family conference week provided they are otherwise making every effort to ensure full family conference participation.

Article 28. Reduced Workload Program

Section 28.01 Purpose

CACS may allow permanent teachers who are CalSTRS members to reduce their workload from full-time to part-time status immediately prior to retirement subject to the Reduced Workload and Retirement Program ("Program") requirements and limitations outlined below.

Participation in the Program will allow a teacher to receive full-time service credit while working less than full-time because contributions are based upon the teacher's full-time compensation earnable. At retirement, a teacher's benefits will be calculated as if they continued to work full-time, including determining final compensation and service credit, provided the teacher fulfills their contractual agreement.

Section 28.02 Eligibility

To be eligible to participate in the Program, a teacher must:

- (a) Be age fifty-five (55) or older prior to the start of the first day of the school year in which the teacher's workload is reduced;
- (b) Have been employed in a certificated/CalSTRS-covered position at CACS for at least ten (10) consecutive years immediately preceding participation in the Program;

- (c) Have been employed on a full-time basis for at least five (5) years immediately preceding participation in the Program; and
- (d) Execute a written agreement with CACS to reduce their workload as outlined herein, and resign from CACS at the end of their second year of participation in the Program.
- (e) If a teacher separates from employment before the end of the school year, their written agreement with CACS under the Program will be revoked, and the teacher will receive service credit only for the part-time service they actually performed.

Approved leaves of absence shall not constitute a break in service for purposes of eligibility.

Section 28.03 Limitations

The following limitations apply to participation in the Program:

- (a) Part-time status is defined as being at least fifty percent (50%) of full-time employment.
- (b) No more than two (2) teachers may participate in the Program each school year.
- (c) Participation in the program is limited to a period of two (2) school years only, or until the end of the school year in which the teacher reaches age sixty-five (65), or whichever comes first
- (d) If a teacher does not work and receive creditable compensation (e.g., goes into unpaid status) for at least fifty percent (50%) of full-time during a school year, the teacher's service credit for the year will be calculated on actual time worked only, and the teacher would not be eligible to participate in the Program for that school year.
- (e) If a teacher separates from employment before the end of the school year, their written agreement with CACS under the Program will be revoked, and the teacher will receive service credit only for the part-time service they actually performed.

Section 28.04 Application

In order to be considered for the Program, a teacher must notify the Executive Director in writing by no later than February 15. The Executive Director shall schedule a meeting with each teacher on or before March 30 to discuss a mutually agreeable plan for the teacher's possible participation in the Program. The Executive Director shall notify the selected teachers by no later than May 31, and the required written agreement regarding the teachers' participation in the Program shall be executed by no later than June 30 to take effect the following school year.

Section 28.05 Implementation

The following addresses how the Program will be implemented:

- (a) Teachers participating in the Program shall enter into a written agreement with CACS for a reduced workload which is at least fifty percent (50%) of full-time, prior to the beginning of the school year in which the reduced workload will occur.
- (b) During the teacher's participation in the Program, the teacher's compensation and sick leave benefits shall be prorated to reflect their reduced workload.
- (c) The participating teacher's benefits as described in Article 17 shall remain the same as received by a full-time teacher.
- (d) Both CACS and the teacher shall continue to make contributions to CalSTRS as if the teacher was working full-time.
- (e) Teachers participating in the Program shall advance on the salary schedule as if they were working full-time.
- (f) The written agreement shall be a one (1) year contract which is renewable for a second consecutive year at the request of the teacher or until the end of the school year in which the teacher reaches age sixty-five (65), whichever comes first.
- (g) Teachers must notify CACS by February 15 to request an extension for a second consecutive year in the Program.
- (h) At the end of the second year in the Program, the teacher shall resign from CACS.
- (i) The Executive Director will set the schedule and assignment for any teacher participating in the Program.
- (j) The Executive Director, after consultation with the teaching staff, shall consider the following factors when making assignments for the next school year (in no order of preference): looping, teacher experience, performance evaluations, seniority, area of teaching credential, leaves, and the needs of the educational program as a whole.
- (k) Teachers participating in the Program may not separate from CACS mid-year, or work less than the agreed-upon reduced workload, without being dropped from the Program.

Article 29. Management Rights

It is understood that the School retains all of its powers and authority to direct, manage and control to the full extent of the law. Included but not limited to those duties and powers are the exclusive right to: determine its organization; direct the work of its employees, determine the times and hours of operation; determine kinds and levels of services to be

provided, and the methods and means of providing them; establish its educational policies, goals and objectives; insure the rights and educational opportunities of students; determine staff patterns; determine the number and kinds of personnel required; maintain the efficiency of School operations; determine the curriculum; build, move or modify facilities; establish budget procedures and determine budgetary allocation; determine the methods of raising revenue; and take action on any matter in the event of any emergency. In addition, the Governing Board retains the right to hire, classify, assign, reassign, transfer, evaluate, promote, terminate and discipline employees, subject to the terms and conditions of this Agreement.

The exercise of the foregoing powers, rights, authority, duties and responsibilities by the School, the adoption of policies, rules and 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, or any other written agreement reached between the Union and the Governing Board, and then only to the extent such specific and express terms are in accordance with law.

Article 30. Term

The term of this Agreement shall be effective from July 1, 2017 through June 30, 2020. There shall be no reopeners for the Agreement with the exception to accommodate increases to the SFUSD salary schedule which surpass the CACS salary schedule for certificated employees and with the exception of an update to the current certificated evaluation process and with the exception of the development of a pre-retirement article and with the exception of preparation periods. Nothing contained herein shall preclude the parties from mutually agreeing to negotiate any other subject during the term of the Agreement.

**Appendix A: Certificated Salary Schedules
2017-18 Certificated Salary Schedule**

| 2017-18 Teacher / Counselor Salary Schedule | | | | | |
|---|------|-----------|-----------|------------|------------|
| % Change | | 10% | | | |
| Years of Service | Step | BA | BA + 30 | BA + 60 | Counselor |
| 0 | 1 | 59,296.60 | 63,081.70 | 65,605.10 | 63,081.70 |
| 1 | 2 | 59,928.00 | 64,027.70 | 67,118.70 | 64,973.70 |
| 2 | 3 | 60,684.80 | 64,973.70 | 68,632.30 | 68,632.30 |
| 3 | 4 | 61,568.10 | 65,919.70 | 70,650.80 | 72,064.30 |
| 4 | 5 | 62,450.30 | 66,866.80 | 72,543.90 | 75,445.70 |
| 5 | 6 | 63,333.60 | 67,812.80 | 74,435.90 | 79,646.60 |
| 6 | 7 | 64,216.90 | 68,443.10 | 76,329.00 | 81,671.70 |
| 7 | 8 | 65,100.20 | 69,074.50 | 78,221.00 | 83,696.80 |
| 8 | 9 | 65,983.50 | 70,020.50 | 80,113.00 | 85,721.90 |
| 9 | 10 | 66,866.80 | 71,282.20 | 82,384.50 | 88,151.80 |
| 10 | 11 | 67,750.10 | 73,174.20 | 85,330.30 | 91,303.30 |
| 11 | 12 | 68,632.30 | 75,697.60 | 87,222.30 | 93,328.40 |
| 12 | 13 | 69,515.60 | | 87,222.30 | 93,328.40 |
| 13 | 14 | | | 89,745.70 | 96,027.80 |
| 14 | 15 | | | 89,745.70 | 96,027.80 |
| 15 | 16 | | | 89,745.70 | 96,027.80 |
| 16 | 17 | | | 92,900.50 | 99,402.60 |
| 17 | 18 | | | 92,900.50 | 99,402.60 |
| 18 | 19 | | | 92,900.50 | 99,402.60 |
| 19 | 20 | | | 96,319.30 | 103,061.20 |
| 20 | 21 | | | 96,319.30 | 103,061.20 |
| 21 | 22 | | | 96,319.30 | 103,061.20 |
| 22 | 23 | | | 99,668.80 | 106,646.10 |
| 23 | 24 | | | 99,668.80 | 106,646.10 |
| 24 | 25 | | | 99,668.80 | 106,646.10 |
| 25 | 26 | | | 103,453.90 | 110,695.20 |

Beginning the 2017-18, CACS moved from “Years of Service” starting at “0” to “Step” starting at “1”

| | |
|--|--|
| Equity Support Team: \$750/Semester Work on Extended Days: \$200/4 Req. Evening Events/Year Sports Team Coaching: \$500/Season National Board Certification: \$500/Year Discretionary Classroom Supplies: \$350/Year | <u>Requires Prior Approval</u> Home Visits: \$250 Overnight Field Trips: \$100/Night Music Teacher Extended Day Events: \$50/Event |
|--|--|

2018-19 Certificated Salary Schedule

| 2018-19 Teacher / Counselor Salary Schedule | | | | |
|---|-----------|-----------|------------|------------|
| Step | BA | BA + 30 | BA + 60 | Counselor |
| 1 | 61,240.00 | 64,430.00 | 66,917.20 | 64,343.33 |
| 2 | 61,930.00 | 65,365.00 | 68,461.07 | 66,585.00 |
| 3 | 62,715.00 | 66,305.00 | 70,004.95 | 70,326.00 |
| 4 | 63,605.00 | 67,241.00 | 72,063.82 | 73,887.00 |
| 5 | 64,491.00 | 68,204.14 | 73,994.78 | 77,405.00 |
| 6 | 65,377.00 | 69,169.06 | 76,204.00 | 81,577.00 |
| 7 | 66,266.00 | 69,858.00 | 78,474.00 | 84,023.00 |
| 8 | 67,154.00 | 70,978.00 | 80,741.00 | 86,468.00 |
| 9 | 68,042.00 | 72,347.00 | 83,009.00 | 88,914.00 |
| 10 | 68,927.00 | 73,967.00 | 85,574.00 | 91,678.00 |
| 11 | 69,924.00 | 76,087.00 | 88,677.00 | 95,016.00 |
| 12 | 71,197.00 | 78,709.00 | 90,177.00 | 96,621.00 |
| 13 | 72,467.00 | 78,709.00 | 90,177.00 | 96,621.00 |
| 14 | | 78,709.00 | 92,942.00 | 99,552.00 |
| 15 | | 78,709.00 | 92,942.00 | 99,552.00 |
| 16 | | | 92,942.00 | 99,552.00 |
| 17 | | | 96,208.00 | 103,017.00 |
| 18 | | | 96,208.00 | 103,017.00 |
| 19 | | | 96,208.00 | 103,017.00 |
| 20 | | | 99,687.00 | 106,711.00 |
| 21 | | | 99,687.00 | 106,711.00 |
| 22 | | | 99,687.00 | 106,711.00 |
| 23 | | | 103,109.00 | 110,341.00 |
| 24 | | | 103,109.00 | 110,341.00 |
| 25 | | | 103,109.00 | 110,341.00 |
| 26 | | | 106,875.00 | 114,341.00 |

| | |
|---|---|
| <p>Equity Support Team: \$750/Semester Work on Extended Days: \$200/4 Req. Evening Events/Year Sports Team Coaching: \$500/Season National Board Certification: \$500/Year Discretionary Classroom Supplies: \$350/Year</p> | <p><u>Requires Prior Approval</u> Home Visits: \$250 Overnight Field Trips: \$100/Night Music Teacher Extended Day Events: \$50/Event</p> |
|---|---|

2019-20 Certificated Salary Schedule

| 2019-20 Teacher / Counselor Salary Schedule | | | | | | | | |
|---|-----------|--|-----------|--|------------|--|------------|--|
| Step | BA | | BA+30 | | BA+60 | | Counselor | |
| | Current | With SFUSD Continuing to Pay LWE Add On ⁽¹⁾ | Current | With SFUSD Continuing to Pay LWE Add On ⁽¹⁾ | Current | With SFUSD Continuing to Pay LWE Add On ⁽¹⁾ | Current | With SFUSD Continuing to Pay LWE Add On ⁽¹⁾ |
| 1 | 61,692.18 | 63,458.00 | 65,630.20 | 66,678.00 | 68,255.55 | 69,111.00 | 65,630.20 | 66,467.00 |
| 2 | 62,349.09 | 64,178.00 | 66,614.42 | 67,642.00 | 69,830.30 | 70,526.00 | 67,598.64 | 68,935.00 |
| 3 | 63,136.47 | 64,992.00 | 67,598.64 | 68,611.00 | 71,405.04 | 71,941.00 | 71,405.04 | 72,807.00 |
| 4 | 64,055.45 | 65,911.00 | 68,582.86 | 69,576.00 | 73,505.09 | 74,112.00 | 74,975.70 | 76,499.00 |
| 5 | 64,973.29 | 66,826.00 | 69,568.22 | 70,541.00 | 75,474.67 | 76,499.00 | 78,493.71 | 80,148.00 |
| 6 | 65,892.28 | 67,741.00 | 70,552.44 | 71,510.00 | 77,443.11 | 78,884.00 | 82,864.32 | 84,451.00 |
| 7 | 66,811.26 | 68,660.00 | 71,208.20 | 72,289.00 | 79,412.69 | 81,274.00 | 84,971.24 | 87,027.00 |
| 8 | 67,730.25 | 69,577.00 | 71,865.11 | 73,506.00 | 81,381.13 | 83,660.00 | 87,078.15 | 89,603.00 |
| 9 | 68,649.23 | 70,494.00 | 72,849.33 | 74,971.00 | 83,349.57 | 86,048.00 | 89,185.06 | 92,180.00 |
| 10 | 69,568.22 | 71,408.00 | 74,162.00 | 76,688.00 | 85,712.83 | 88,732.00 | 91,713.13 | 95,075.00 |
| 11 | 70,487.20 | 72,451.00 | 76,130.44 | 78,905.00 | 88,777.64 | 91,955.00 | 94,991.95 | 98,544.00 |
| 12 | 71,405.04 | 73,813.00 | 78,755.78 | 81,623.00 | 90,746.08 | 93,455.00 | 97,098.87 | 100,149.00 |
| 13 | 72,467.00 | 75,173.00 | 78,755.78 | 81,623.00 | 90,746.08 | 93,455.00 | 97,098.87 | 100,149.00 |
| 14 | | | 78,755.78 | 81,623.00 | 93,371.43 | 96,339.00 | 99,907.32 | 103,203.00 |
| 15 | | | 78,755.78 | 81,623.00 | 93,371.43 | 96,339.00 | 99,907.32 | 103,203.00 |
| 16 | | | | | 93,371.43 | 96,339.00 | 99,907.32 | 103,203.00 |
| 17 | | | | | 96,653.68 | 99,724.00 | 103,418.47 | 106,791.00 |
| 18 | | | | | 96,653.68 | 99,724.00 | 103,418.47 | 106,791.00 |
| 19 | | | | | 96,653.68 | 99,724.00 | 103,418.47 | 106,791.00 |
| 20 | | | | | 100,210.60 | 103,323.00 | 107,224.87 | 110,609.00 |
| 21 | | | | | 100,210.60 | 103,323.00 | 107,224.87 | 110,609.00 |
| 22 | | | | | 100,210.60 | 103,323.00 | 107,224.87 | 110,609.00 |
| 23 | | | | | 103,695.42 | 106,865.00 | 110,954.60 | 114,362.00 |
| 24 | | | | | 103,695.42 | 106,865.00 | 110,954.60 | 114,362.00 |
| 25 | | | | | 103,695.42 | 106,865.00 | 110,954.60 | 114,362.00 |
| 26 | | | | | 107,633.44 | 110,750.00 | 115,167.29 | 118,485.00 |

(1) If the LWE Add on from Proposition G is not continued as is currently presented in the contract between SFUSD and UESF for the broader district salaries, then the salaries represented in the “Current” columns will automatically be utilized for the 2019-20 school year instead.

| | |
|--|--|
| Equity Support Team: \$750/Semester Work on Extended Days: \$200/4 Req. Evening Events/Year Sports Team Coaching: \$500/Season National Board Certification: \$500/Year Discretionary Classroom Supplies: \$350/Year | <u>Requires Prior Approval</u> Home Visits: \$250 Overnight Field Trips: \$100/Night Music Teacher Extended Day Events: \$50/Event |
|--|--|

Appendix B: Job Descriptions

CLASSROOM TEACHER POSITION DESCRIPTION

Faculty Position Overview

The Creative Arts Charter School (CACS) teacher serves in a professional capacity as an active member of the school community and as a faculty team member of the school. Working collaboratively within the teaching team, the teacher has the primary responsibility for developing and implementing a curriculum which endorses the school's educational philosophy. The teacher is responsible for the health and safety of children and preparing and implementing a balanced curriculum which addresses the individual needs of each child enrolled in their classroom or special program.

Classroom Teacher Responsibilities

- Implement an arts-integrated, project-based curriculum which is developmentally and culturally appropriate.
- Participate in School sponsored/required professional development, which may include equity training, Origins, and Responsive Classroom® during the work day.
- Plan learning objectives and design daily activities to foster children's physical, cognitive, communication, academic, creative, and social/emotional development that meet all corresponding state standards.
- Collaborate with grade level partner(s), Director of Arts Programming, Arts Specialists and/or visiting artists to develop and document arts-integrated curriculum and instruction, as well as evaluate and assess current curricular models and practices and make student learning visible.
- Design daily activities based on children's individual and collective interests, developmental needs and social relationships.
- Establish and maintain a safe, arts-integrated, and healthy learning environment which fosters constructivist learning.
- Provide a classroom climate which cultivates self-direction and cooperative learning, promoting self esteem, creativity and a sense of community responsibility through the use of Responsive Classroom and Origins.
- Provide differentiated plans for each child which are based on developmental and academic assessments. (Use informal and formal observations as a resource for assessment).
- Establish and maintain portfolio of student work for each student and share information regularly (and as needed) with parents/guardians.
- Plan and implement Family/School Conferences with the intention of meeting with all families. (Teachers are expected to hold two (2) five-day periods of scheduled Family/School Conferences, which will take place during two (2) separate weeks with shortened instructional time. Teachers are required to offer at least four (4) before school

time slots and to hold conferences until 6:00 p.m. as needed to accommodate parent/guardian work schedules.

- Taking attendance every day and submitting it to office by the required time (currently 10:00 am.)
- Meets all school deadlines
- Posting updates, assignments and general news on Schoology.
- Establish and maintain positive relationships with colleagues, families, and students. Provide direction and support to classroom volunteers and teaching assistants.
- Work cooperatively with designated board committees and groups; participation on board committees is voluntary.
- Demonstrate a willingness to learn and grow professionally and actively participate in the self -assessment process.
- Demonstrates working knowledge and incorporation of the element of Framework for Teaching and Learning.

Advisory Teacher Responsibilities

- Advisors act as student advocates and are liaisons for parent-teacher-student communication.
- Follow the essential questions and curriculum as it supports the advisory program.
- Planning and participating in service learning opportunities for their advisees.
- Monitoring and tracking their advisee's grades for all subjects regularly.
- Tracking and collecting Independent Study work.
- Posting updates, assignments and general news on Schoology.
- Taking attendance every day and submitting it to office by 10 am.
- Updating advisory grades in accordance with the schedule provided by the administration.
- Integrating Origins curriculum and community building activities (advancing the social, emotional and academic growth of students).
- Scheduling and managing Family/School Conferences for all advisees.
- Attending camping trips which are attended by advisees
- Attending staff meetings throughout the school year on Tuesdays from 1:15 p.m. to 2:00 p.m.

OTHER PROFESSIONAL DUTIES

Employees are responsible for attending and participating in certain activities that may be scheduled outside of the defined working hours as follows:

- Back to School Night (one per school year; Classroom Teachers and Advisors required, Arts Specialists optional)
- Spring Show (one per school year)
- Exhibition of Learning Events (one per semester)

- Family Arts Night (one per school year; Arts Specialists required, Classroom Teachers optional)

And the following meetings, for which every effort will be made, given participant schedules, to conduct during the work day:

- Individual Education Plan (IEP) Meetings
- Student/Study Team (SST) Meetings
- Parent Teacher Conferences (one week in Fall and in Spring semester)

All other activities outside of working hours are subject to voluntary attendance and participation. Teachers are encouraged to attend Arts Performances and Community Events in which their class participates. Arts Specialists may schedule other arts exhibitions/performances throughout the year, and would be encouraged to attend these events, unless alternative arrangements are made. All other activities that may fall after the regular work day are subject to voluntary attendance and participation.

Teachers are to attend to instructional preparation needs before the student instructional day begins and at all other appropriate times. The Teacher will not leave assigned students unattended or with unqualified individuals at any time during the instructional day.

CACS requires well-developed teaching skills and therefore requires each of its teachers to participate in professional development: Board approved training events, conferences and seminars, etc. All teachers must attend the following professional development at CACS:

- Staff meetings throughout the school year on Tuesdays from 2:00 p.m. to 3:50 p.m., or as otherwise scheduled;
- Up to two (2) additional staff meetings from 3:30 p.m. to 5:30 p.m. when necessary;
- Professional development/in-service trainings occurring during normal working hours; and
- Other professional development opportunities offered at the discretion of the Director

ARTS SPECIALIST POSITION DESCRIPTION

Faculty Position Overview

The Creative Arts Charter School (CACS) Arts Specialist serves in a professional capacity as an active member of the school community and as a faculty team member of the school. Working collaboratively within the arts teaching team, the Arts Specialist has the primary responsibility of developing and implementing an arts curriculum consistent with the school's mission and vision.

Arts Specialist Responsibilities

- Implement a studio based, arts-integrated, project-based curriculum, which is developmentally and culturally appropriate.
- Plan learning objectives and design daily activities to foster children’s physical, cognitive, communication, academic, creative, and social/emotional development that meet all corresponding state arts standards.
- Collaborate with arts staff including Director of Arts to develop and document curriculum, evaluate and assess current curricular models and practices, and plan and implement arts performance and related activities.
- Collaborate with classroom teachers on a weekly basis in the implementation of arts integration. Collaboration includes meetings, design of curriculum, co-teaching in the classrooms and creation of learning exhibitions during the workday.
- Make arts learning visible through hallway and studio displays, and/or performances
- Design daily activities based on children’s individual and collective interests, developmental needs and social relationships.
- Establish and maintain portfolio of student work for each student and share information regularly (and as needed) with parents/guardians.
- Establish and maintain a safe, arts-rich, and healthy learning environment that fosters constructivist arts-based learning.
- Provide a studio climate that cultivates the Studio Habits of Mind, self-direction and cooperative learning, promoting self-esteem, creativity and a sense of community responsibility.
- Meets all school deadlines
- Establish and maintain positive relationships with colleagues, families, and students. Provide direction and support to classroom volunteers and teaching assistants.

OTHER PROFESSIONAL DUTIES

Employees are responsible for attending and participating in certain activities that may be scheduled outside of the defined working hours as follows:

- *Back to School Night (one per school year; Classroom Teachers and Advisors required, Arts Specialists optional)*
- *Spring Show (one per school year)*
- *Exhibition of Learning Events (one per semester)*
- *Family Arts Night (one per school year; Arts Specialists required, Classroom Teachers optional)*
- *And the following meetings, for which every effort will be made, given participant schedules, to conduct during the work day:*
- *Individual Education Plan (IEP) Meetings*
- *Student/Study Team (SST) Meetings*
- *Parent Teacher Conferences (one week in Fall and in Spring semester)*

All other activities outside of working hours are subject to voluntary attendance and participation. Teachers are encouraged to attend Arts Performances and Community Events in which their class participates. Arts Specialists may schedule other arts exhibitions/performances throughout the year, and would be encouraged to attend these

events, unless alternative arrangements are made.

All other activities that may fall after the regular work day are subject to voluntary attendance and participation.

Arts Specialists are to attend to instructional preparation needs before the student instructional day begins and at all other appropriate times. The Teacher will not leave assigned students unattended or with unqualified individuals at any time during the instructional day.

CACS requires well-developed teaching skills and therefore requires each of its teachers to participate in professional development: Board approved training events, conferences and seminars, etc. All teachers must attend the following professional development at CACS:

- Staff meetings throughout the school year on Tuesdays from 2:00 p.m. to 3:50 p.m., or as otherwise scheduled;
- Up to two (2) additional staff meetings from 3:30 p.m. to 5:00 p.m. when necessary;
- Professional development/in-service trainings occurring during normal working hours; and
- Other professional development opportunities offered at the discretion of the Director.

Appendix C Formal Observation Form – Certificated

| | | | | | |
|---|------------------------------|----------------------------------|----------------------------------|-------------------------------------|---------------|
| Teacher's Name: | | | | | |
| Assignment: | TT: <input type="checkbox"/> | Prob.1: <input type="checkbox"/> | Prob.2: <input type="checkbox"/> | Permanent: <input type="checkbox"/> | Academic Year |
| Date of Pre-Observation: | | Began: | Ended: | | |
| Date of Classroom Observation: | | Began: | Ended: | | |
| Standards Summary | | | | | |
| Domain 1: Planning and Preparation | | | | | |
| Summary of Observed and Documented Evidence | | | | | |
| Domain 2: Classroom Environment | | | | | |
| Summary of Observed and Documented Evidence | | | | | |
| Domain 3: Instruction | | | | | |
| Summary of Observed and Documented Evidence | | | | | |
| Domain 4: Professional Responsibilities | | | | | |
| Summary of Observed and Documented Evidence | | | | | |
| Pertinent factors that might have hindered the teacher's classroom effectiveness with regard to this lesson but over which he/she had no control: | | | | | |
| Evaluator's Signature | | | Title: | | |
| Date Signed: | | | Date Given to Teacher: | | |
| Date of Classroom Observation: | | Began: | Ended: | | |
| Teacher's Signature: (does not necessarily imply agreement) | | | Date Signed: | | |

Appendix D: Certificated SUMMARY EVALUATION

| | | |
|---|--|------------------------|
| Teacher's Name: | | |
| Assignment: | Prob.1: <input type="checkbox"/> Prob.2: <input type="checkbox"/> Permanent: <input type="checkbox"/> | Academic Year: |
| Previous Year's Rating: | | |
| CACS Danielson Framework for Teaching Summary <u>Summary of Major Strengths Identified During the Year</u> <u>Summary of Major Challenges Identified or Improvements Recommended</u> | | |
| <u>Summary of Domain 1: Planning and Preparation</u> | | |
| | | |
| <u>Summary of Domain 2: Classroom Environment</u> | | |
| | | |
| <u>Summary of Domain 3: Instruction</u> | | |
| | | |
| <u>Summary of Domain 4: Professional Responsibilities</u> | | |
| | | |
| Summary Evaluation: | | |
| Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> | | |
| Evaluator's Signature | | Title: |
| Date Signed: | | Date Given to Teacher: |
| <input type="checkbox"/> Check if teacher has submitted a written response and attach. | | |
| Teacher's Signature: (does not necessarily imply agreement) | | Date Signed: |

| | | |
|------------------------|---|-----------------------|
| Teacher's Name: | | |
| Assignment: | TT <input type="checkbox"/> Prob.1 <input type="checkbox"/> Prob.2 <input type="checkbox"/> Permenant.1 <input type="checkbox"/> | Academic Year: |

LEVELS OF PERFORMANCE

| | | | |
|----------------|---|----------------|---|
| Level 4 | Distinguished: Performance consistently exceeds standards at advanced levels | Level 2 | Basic: Performance at basic levels of meeting standards and is approaching proficient. |
| Level 3 | Proficient: Performance regularly exceeds standards and may occasionally reach distinguished levels. | Level 1 | Unsatisfactory: Performance is below standards. |

| DOMAIN 1: PLANNING AND PREPARATION | UNSATISFACTORY | BASIC | PROFICIENT | DISTINGUISHED | DOMAIN 3: INSTRUCTION | UNSATISFACTORY | BASIC | PROFICIENT | DISTINGUISHED |
|--|-----------------------|--------------|-------------------|----------------------|--|-----------------------|--------------|-------------------|----------------------|
| 1a Demonstrating Knowledge of Content and Pedagogy | | | | | 3a Communicating with Students | | | | |
| 1b Demonstrating Knowledge of Students | | | | | 3b Using Questioning and Discussion Techniques | | | | |
| 1c Setting Instructional Outcomes | | | | | 3c Engaging Students in Learning | | | | |
| 1d Demonstrating Knowledge of Resources | | | | | 3d Using Assessment in Instruction | | | | |
| 1e Designing Coherent Instruction | | | | | 3e Demonstrating Flexibility and Responsiveness | | | | |
| 1f Designing Student Assessments | | | | | | | | | |
| | | | | | | | | | |
| DOMAIN 2: CLASSROOM ENVIRONMENT | UNSATISFACTORY | BASIC | PROFICIENT | DISTINGUISHED | DOMAIN 4: PROFESSIONAL RESPONSIBILITIES | UNSATISFACTORY | BASIC | PROFICIENT | DISTINGUISHED |
| 2a Creating an Environment of Respect and Rapport | | | | | 4a Reflecting on Teaching | | | | |
| 2b Establishing a Culture for Learning | | | | | 4b Maintaining Accurate Records | | | | |
| 2c Managing Classroom Procedures | | | | | 4c Communicating with Families | | | | |
| 2d Managing Student Behavior | | | | | 4d Participating in the Professional Community | | | | |
| 2e Organizing Physical Space | | | | | 4e Growing and Developing Professionally | | | | |
| | | | | | 4f Showing Professionalism | | | | |

Appendix E: Certificated DANIELSON FRAMEWORK RUBRICS

1a DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY

| | UNSATISFACTORY LEVEL 1 | BASIC LEVEL 2 |
|---------------------|---|--|
| • | <ul style="list-style-type: none"> • In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the • content. | <ul style="list-style-type: none"> • The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. |
| Critical Attributes | <ul style="list-style-type: none"> • The teacher makes content errors. • The teacher does not consider prerequisite relationships when planning. • The teacher’s plans use inappropriate strategies for the discipline. | <ul style="list-style-type: none"> • The teacher’s understanding of the discipline is rudimentary. • The teacher’s knowledge of prerequisite relationships is inaccurate or incomplete. • Lesson and unit plans use limited instructional strategies, and some are not suitable to the content. |
| Possible Examples | <ul style="list-style-type: none"> • The teacher says, “The official language of Brazil is Spanish, just like other South American countries.” • The teacher says, “I don’t understand why the math book has decimals in the same unit as fractions.” • The teacher has his students copy dictionary definitions each week to help them learn to spell difficult words. • And others... | <ul style="list-style-type: none"> • The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together. • The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value. • The teacher always plans the same routine to study spelling: pretest on Monday, copy the words five times each on Tuesday and Wednesday, test on Friday. • And others... |

1a DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY

| | PROFICIENT LEVEL 3 | DISTINGUISHED LEVEL 4 |
|---------------------|--|--|
| | <p>The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.</p> | <p>The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • The teacher can identify important concepts of the discipline and their relationships to one another. • The teacher provides clear explanations of the content. • The teacher answers students’ questions accurately and provides feedback that furthers their learning. • Instructional strategies in unit and lesson plans are entirely suitable to the content. | <ul style="list-style-type: none"> • The teacher cites intra- and interdisciplinary content relationships. • The teacher’s plans demonstrate awareness of possible student misconceptions and how they can be addressed. • The teacher’s plans reflect recent developments in content-related pedagogy. |
| Possible Examples | <ul style="list-style-type: none"> • The teacher’s plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter. • The teacher has realized her students are not sure how to use a protractor, and so she plans to have them practice that skill before introducing the activity on angle measurement. • The teacher plans to expand a unit on civics by having students simulate a court trial. • And others... | <ul style="list-style-type: none"> • In a unit on 19th-century literature, the teacher incorporates information about the history of the same period. • Before beginning a unit on the solar system, the teacher surveys the students on their beliefs about why it is hotter in the summer than in the winter. • And others... |

1b DEMONSTRATING KNOWLEDGE OF STUDENTS

| | UNSATISFACTORY LEVEL 1 | BASIC LEVEL 2 |
|---------------------|--|---|
| | <p>The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.</p> | <p>The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • The teacher does not understand child development characteristics and has unrealistic expectations for students. • The teacher does not try to ascertain varied ability levels among students in the class. • The teacher is not aware of students’ interests or cultural heritages. • The teacher takes no responsibility to learn about students’ medical or learning disabilities. | <ul style="list-style-type: none"> • The teacher cites developmental theory but does not seek to integrate it into lesson planning. • The teacher is aware of the different ability levels in the class but tends to teach to the “whole group.” • The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. • The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge. |
| Possible Examples | <ul style="list-style-type: none"> • The lesson plan includes a teacher presentation for an entire 30-minute period to a group of 7-year-olds. • The teacher plans to give her ELL students the same writing assignment she gives the rest of the class. • The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented among his students. • And others... | <ul style="list-style-type: none"> • The teacher’s lesson plan has the same assignment for the entire class in spite of the fact that one activity is beyond the reach of some students. • In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class. • Lesson plans make only peripheral reference to students’ interests. • The teacher knows that some of her students have IEPs, but they’re so long that she hasn’t read them yet. • And others... |

1b DEMONSTRATING KNOWLEDGE OF STUDENTS

| | PROFICIENT LEVEL 3 | DISTINGUISHED LEVEL 4 |
|---------------------|---|--|
| | <p>The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</p> | <p>The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • The teacher knows, for groups of students, their levels of cognitive development. • The teacher is aware of the different cultural groups in the class. • The teacher has a good idea of the range of interests of students in the class. • The teacher has identified “high,” “medium,” and “low” groups of students within the class. • The teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning. • The teacher is aware of the special needs represented by students in the class. | <ul style="list-style-type: none"> • The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. • The teacher seeks out information from all students about their cultural heritages. • The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans. |
| Possible Examples | <ul style="list-style-type: none"> • The teacher creates an assessment of students' levels of cognitive development. • The teacher examines previous years' cumulative folders to ascertain the proficiency levels of groups of students in the class. • The teacher administers a student interest survey at the beginning of the school year. • The teacher plans activities using his knowledge of students' interests. • The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson. • The teacher realizes that not all of his students are Christian, and so he plans to read a Hanukkah story in December. • The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their social studies unit on South America. • And others... | <ul style="list-style-type: none"> • The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students. • The teacher plans to provide multiple project options; each student will select the project that best meets his or her individual approach to learning. • The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging but not too difficult. • The teacher attends the local Mexican heritage day, meeting several of his students' extended family members. • The teacher regularly creates adapted assessment materials for several students with learning disabilities. • And others... |

1c SETTING INSTRUCTIONAL OUTCOMES

| | UNSATISFACTORY LEVEL 1 | BASIC LEVEL 2 |
|---------------------|---|---|
| | <p>The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p> | <p>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • Outcomes lack rigor. • Outcomes do not represent important learning in the discipline. • Outcomes are not clear or are stated as activities. • Outcomes are not suitable for many students in the class. | <ul style="list-style-type: none"> • Outcomes represent a mixture of low expectations and rigor. • Some outcomes reflect important learning in the discipline. • Outcomes are suitable for most of the class. |
| Possible Examples | <ul style="list-style-type: none"> • A learning outcome for a fourth-grade class is to make a poster illustrating a poem. • All the outcomes for a ninth-grade history class are based on demonstrating factual knowledge. • The topic of the social studies unit involves the concept of revolutions, but the teacher expects his students to remember only the important dates of battles. • Despite the presence of a number of ELL students in the class, the outcomes state that all writing must be grammatically correct. • None of the science outcomes deals with the students' reading, understanding, or interpretation of the text. • And others... | <ul style="list-style-type: none"> • Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts. • The reading outcomes are written with the needs of the “middle” group in mind; however, the advanced students are bored, and some lower-level students are struggling. • Most of the English Language Arts outcomes are based on narrative. • And others... |

1c SETTING INSTRUCTIONAL OUTCOMES

| | PROFICIENT LEVEL 3 | DISTINGUISHED LEVEL 4 |
|---------------------|---|--|
| | <p>Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.</p> | <p>All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • Outcomes represent high expectations and rigor. • Outcomes are related to “big ideas” of the discipline. • Outcomes are written in terms of what students will learn rather than do. • Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication. • Outcomes, differentiated where necessary, are suitable to groups of students in the class. | <ul style="list-style-type: none"> • The teacher’s plans reference curricular frameworks or blueprints to ensure accurate sequencing. • The teacher connects outcomes to previous and future learning. • Outcomes are differentiated to encourage individual students to take educational risks. |
| Possible Examples | <ul style="list-style-type: none"> • One of the learning outcomes is for students to “appreciate the aesthetics of 18th-century English poetry.” • The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War. • The learning outcomes include students defending their interpretation of the story with citations from the text. • And others... | <ul style="list-style-type: none"> • The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive to meet the teacher’s higher expectations of them. • Students will develop a concept map that links previous learning goals to those they are currently working on. • Some students identify additional learning. • The teacher reviews the project expectations and modifies some goals to be in line with students’ IEP objectives. • One of the outcomes for a social studies unit addresses students analyzing the speech of a political candidate for accuracy and logical consistency. • And others... |

1d DEMONSTRATING KNOWLEDGE OF RESOURCES

| | UNSATISFACTORY LEVEL 1 | BASIC LEVEL 2 |
|---------------------|--|--|
| | <p>The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one’s own professional skill.</p> | <p>The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one’s professional skill but does not seek to expand this knowledge.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • The teacher uses only district-provided materials, even when more variety would assist some students. • The teacher does not seek out resources available to expand her own skill. • Although the teacher is aware of some student needs, he does not inquire about possible resources. | <ul style="list-style-type: none"> • The teacher uses materials in the school library but does not search beyond the school for resources. • The teacher participates in content-area workshops offered by the school but does not pursue other professional development. • The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues. |
| Possible Examples | <ul style="list-style-type: none"> • For their unit on China, the students find all of their information in the district-supplied textbook. • The teacher is not sure how to teach fractions but doesn’t know how he’s expected to learn it by himself. • A student says, “It’s too bad we can’t go to the nature center when we’re doing our unit on the environment.” • In the literacy classroom, the teacher has provided only narrative works. • And others... | <ul style="list-style-type: none"> • For a unit on ocean life, the teacher really needs more books, but the school library has only three for him to borrow. He does not seek out others from the public library. • The teacher knows she should learn more about literacy development, but the school offered only one professional development day last year. • The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom. • In the second-grade math class, the teacher misuses base 10 blocks in showing students how to represent numbers. • And others... |

1d DEMONSTRATING KNOWLEDGE OF RESOURCES

| | PROFICIENT LEVEL 3 | DISTINGUISHED LEVEL 4 |
|---------------------|---|--|
| | <p>The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one’s professional skill, and seeks out such resources.</p> | <p>The teacher’s knowledge of resources for classroom use and for extending one’s professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • Texts are at varied levels. • Texts are supplemented by guest speakers and field experiences. • The teacher facilitates the use of Internet resources. • Resources are multidisciplinary. • The teacher expands her knowledge through professional learning groups and organizations. • The teacher pursues options offered by universities. • The teacher provides lists of resources outside the classroom for students to draw on. | <ul style="list-style-type: none"> • Texts are matched to student skill level. • The teacher has ongoing relationships with colleges and universities that support student learning. • The teacher maintains a log of resources for student reference. • The teacher pursues apprenticeships to increase discipline knowledge. • The teacher facilitates student contact with resources outside the classroom. |
| Possible Examples | <ul style="list-style-type: none"> • The teacher provides her fifth graders a range of nonfiction texts about the American Revolution so that regardless of their reading level, all students can participate in the discussion of important concepts. • The teacher takes an online course on literature to expand her knowledge of great American writers. • The ELA lesson includes a wide range of narrative and informational reading materials. • The teacher distributes a list of summer reading materials that will help prepare his eighth graders’ transition to high school. • And others... | <ul style="list-style-type: none"> • The teacher is not happy with the out-of-date textbook; his students will critique it and write their own material for social studies. • The teacher spends the summer at Dow Chemical learning more about current research so that she can expand her knowledge base for teaching chemistry. • The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job. • And others... |

1e DESIGNING COHERENT INSTRUCTION

| | UNSATISFACTORY LEVEL 1 | BASIC LEVEL 2 |
|---------------------|--|---|
| | <p>Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.</p> | <p>Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • Learning activities are boring and/or not well aligned to the instructional goals. • Materials are not engaging or do not meet instructional outcomes. • Instructional groups do not support learning. • Lesson plans are not structured or sequenced and are unrealistic in their expectations. | <ul style="list-style-type: none"> • Learning activities are moderately challenging. • Learning resources are suitable, but there is limited variety. • Instructional groups are random, or they only partially support objectives. • Lesson structure is uneven or may be unrealistic about time expectations. |
| Possible Examples | <ul style="list-style-type: none"> • After his ninth graders have memorized the parts of the microscope, the teacher plans to have them fill in a worksheet. • The teacher plans to use a 15-year-old textbook as the sole resource for a unit on communism. • The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting. • The teacher's lesson plans are written on sticky notes in his gradebook; they indicate: lecture, activity, or test, along with page numbers in the text. • And others... | <ul style="list-style-type: none"> • After a mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught. • The teacher finds an atlas to use as a supplemental resource during the geography unit. • The teacher always lets students self-select a working group because they behave better when they can choose whom to sit with. • The teacher's lesson plans are well formatted, but the timing for many activities is too short to actually cover the concepts thoroughly. • The plan for the ELA lesson includes only passing attention to students' citing evidence from the text for their interpretation of the short story. • And others... |

1e DESIGNING COHERENT INSTRUCTION

| | PROFICIENT LEVEL 3 | DISTINGUISHED LEVEL 4 |
|---------------------|--|--|
| | <p>Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.</p> | <p>The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • Learning activities are matched to instructional outcomes. • Activities provide opportunity for higher-level thinking. • The teacher provides a variety of appropriately challenging materials and resources. • Instructional student groups are organized thoughtfully to maximize learning and build on students’ strengths. • The plan for the lesson or unit is well structured, with reasonable time allocations. | <ul style="list-style-type: none"> • Activities permit student choice. • Learning experiences connect to other disciplines. • The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. • Lesson plans differentiate for individual student needs. |
| Possible Examples | <ul style="list-style-type: none"> • The teacher reviews her learning activities with a reference to high-level “action verbs” and rewrites some of the activities to increase the challenge level. • The teacher creates a list of historical fiction titles that will expand her students’ knowledge of the age of exploration. • The teacher plans for students to complete a project in small groups; he carefully selects group members by their reading level and learning style. • The teacher reviews lesson plans with her principal; they are well structured, with pacing times and activities clearly indicated. • The fourth-grade math unit plan focuses on the key concepts for that level. • And others... | <ul style="list-style-type: none"> • The teacher’s unit on ecosystems lists a variety of challenging activities in a menu; the students choose those that suit their approach to learning. • While completing their projects, the students will have access to a wide variety of resources that the teacher has coded by reading level so that students can make the best selections. • After the cooperative group lesson, the students will reflect on their participation and make suggestions. • The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson outcomes to those they previously learned. • The teacher has contributed to a curriculum map that organizes the ELA Common Core State Standards in tenth grade into a coherent curriculum. • And others... |

1f DESIGNING STUDENT ASSESSMENTS

| | UNSATISFACTORY LEVEL 1 | BASIC LEVEL 2 |
|---------------------|---|--|
| | <p>Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.</p> | <p>Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher’s approach to using formative assessment is rudimentary, including only some of the instructional outcomes.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • Assessments do not match instructional outcomes. • Assessments lack criteria. • No formative assessments have been designed. • Assessment results do not affect future plans. | <ul style="list-style-type: none"> • Only some of the instructional outcomes are addressed in the planned assessments. • Assessment criteria are vague. • Plans refer to the use of formative assessments, but they are not fully developed. • Assessment results are used to design lesson plans for the whole class, not individual students. |
| Possible Examples | <ul style="list-style-type: none"> • The teacher marks papers on the foundation of the U.S. Constitution mostly on grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc. • The teacher says, “What’s the difference between formative assessment and the test I give at the end of the unit?” • The teacher says, “The district gave me this entire curriculum to teach, so I just have to keep moving.” • And others... | <ul style="list-style-type: none"> • The district goal for the unit on Europe is for students to understand geopolitical relationships; the teacher plans to have the students memorize all the country capitals and rivers. • The plan indicates that the teacher will pause to “check for understanding” but does not specify a clear process for accomplishing that goal. • A student asks, “If half the class passed the test, why are we all reviewing the material again?” • And others... |

1f DESIGNING STUDENT ASSESSMENTS

| | PROFICIENT LEVEL 3 | DISTINGUISHED LEVEL 4 |
|---------------------|---|--|
| | <p>All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p> | <p>All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • All the learning outcomes have a method for assessment. • Assessment types match learning expectations. • Plans indicate modified assessments when they are necessary for some students. • Assessment criteria are clearly written. • Plans include formative assessments to use during instruction. • Lesson plans indicate possible adjustments based on formative assessment data. | <ul style="list-style-type: none"> • Assessments provide opportunities for student choice. • Students participate in designing assessments for their own work. • Teacher-designed assessments are authentic, with real-world application as appropriate. • Students develop rubrics according to teacher-specified learning objectives. • Students are actively involved in collecting information from formative assessments and provide input. |
| Possible Examples | <ul style="list-style-type: none"> • The teacher knows that his students will have to write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation. • The teacher has worked on a writing rubric for her research assessment; she has drawn on multiple sources to be sure the levels of expectation will be clearly defined. • The teacher creates a short questionnaire to distribute to his students at the end of class; using their responses, he will organize the students into different groups during the next lesson's activities. • Employing the formative assessment of the previous morning's project, the teacher plans to have five students work on a more challenging one while she works with six other students to reinforce the previous morning's concept. • And others... | <ul style="list-style-type: none"> • To teach persuasive writing, the teacher plans to have his class research and write to the principal on an issue that is important to the students: the use of cell phones in class. • The students will write a rubric for their final project on the benefits of solar energy; the teacher has shown them several sample rubrics, and they will refer to those as they create a rubric of their own. • After the lesson the teacher plans to ask students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson. • The teacher has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with her during workshop time. • And others... |

2a CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT

| | UNSATISFACTORY LEVEL 1 | BASIC LEVEL 2 |
|---------------------|--|--|
| | <p>Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.</p> | <p>Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. • Students' body language indicates feelings of hurt, discomfort, or insecurity. • The teacher displays no familiarity with, or caring about, individual students. • The teacher disregards disrespectful interactions among students. | <ul style="list-style-type: none"> • The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. • The teacher attempts to respond to disrespectful behavior among students, with uneven results. • The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful. |
| Possible Examples | <ul style="list-style-type: none"> • A student slumps in his chair following a comment by the teacher. • Students roll their eyes at a classmate's idea; the teacher does not respond. • Many students talk when the teacher and other students are talking; the teacher does not correct them. • Some students refuse to work with other students. • The teacher does not call students by their names. • And others... | <ul style="list-style-type: none"> • Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking. • A few students do not engage with others in the classroom, even when put together in small groups. • Students applaud halfheartedly following a classmate's presentation to the class. • The teacher says, "Don't talk that way to your classmates," but the student shrugs her shoulders. • And others... |

2a CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT

| | PROFICIENT LEVEL 3 | DISTINGUISHED LEVEL 4 |
|---------------------|---|---|
| | <p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.</p> | <p>Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • Talk between the teacher and students and among students is uniformly respectful. • The teacher successfully responds to disrespectful behavior among students. • Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. • The teacher makes general connections with individual students. • Students exhibit respect for the teacher. | <ul style="list-style-type: none"> • The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. • There is no disrespectful behavior among students. • When necessary, students respectfully correct one another. • Students participate without fear of put-downs or ridicule from either the teacher or other students. • The teacher respects and encourages students' efforts. |
| Possible Examples | <ul style="list-style-type: none"> • The teacher greets students by name as they enter the class or during the lesson. • The teacher gets on the same level with students, kneeling, for instance, beside a student working at a desk. • Students attend fully to what the teacher is saying. • Students wait for classmates to finish speaking before beginning to talk. • Students applaud politely following a classmate's presentation to the class. • Students help each other and accept help from each other. • The teacher and students use courtesies such as "please," "thank you," and "excuse me." • The teacher says, "Don't talk that way to your classmates," and the insults stop. • And others... | <ul style="list-style-type: none"> • The teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies). • Students say "Shhh" to classmates who are talking while the teacher or another student is speaking. • Students clap enthusiastically for one another's presentations for a job well done. • The teacher says, "That's an interesting idea, Josh, but you're forgetting..." • A student questions a classmate, "Didn't you mean _____?" and the classmate reflects and responds, "Oh, maybe you are right!" • And others... |

2b ESTABLISHING A CULTURE FOR LEARNING

| | UNSATISFACTORY LEVEL 1 | BASIC LEVEL 2 |
|---------------------|---|---|
| | <p>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/ or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p> | <p>The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. • The teacher conveys to at least some students that the work is too challenging for them. • Students exhibit little or no pride in their work. • Students use language incorrectly; the teacher does not correct them. | <ul style="list-style-type: none"> • The teacher’s energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces. • The teacher conveys high expectations for only some students. • Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an “easy path.” • The teacher’s primary concern appears to be to complete the task at hand. • The teacher urges, but does not insist, that students use precise language. |
| Possible Examples | <ul style="list-style-type: none"> • The teacher tells students that they’re doing a lesson because it’s in the book or is district-mandated. • The teacher says to a student, “Why don’t you try this easier problem?” • Students turn in sloppy or incomplete work. • Many students don’t engage in an assigned task, and yet the teacher ignores their behavior. • Students have not completed their homework; the teacher does not respond. • And others... | <ul style="list-style-type: none"> • The teacher says, “Let’s get through this.” • The teacher says, “I think most of you will be able to do this.” • Students consult with one another to determine how to fill in a worksheet, without challenging one another’s thinking. • The teacher does not encourage students who are struggling. • Only some students get right to work after an assignment is given or after entering the room. • And others... |

2b ESTABLISHING A CULTURE FOR LEARNING

| | PROFICIENT LEVEL 3 | DISTINGUISHED LEVEL 4 |
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| | <p>The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.</p> | <p>The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. • The teacher demonstrates a high regard for students' abilities. • The teacher conveys an expectation of high levels of student effort. • Students expend good effort to complete work of high quality. • The teacher insists on precise use of language by students. | <ul style="list-style-type: none"> • The teacher communicates passion for the subject. • The teacher conveys the satisfaction that accompanies a deep understanding of complex content. • Students indicate through their questions and comments a desire to understand the content. • Students assist their classmates in understanding the content. • Students take initiative in improving the quality of their work. • Students correct one another in their use of language. |
| Possible Examples | <ul style="list-style-type: none"> • The teacher says, "This is important; you'll need to speak grammatical English when you apply for a job." • The teacher says, "This idea is really important! It's central to our understanding of history." • The teacher says, "Let's work on this together; it's hard, but you all will be able to do it well." • The teacher hands a paper back to a student, saying, "I know you can do a better job on this." The student accepts it without complaint. • Students get to work right away when an assignment is given or after entering the room. • And others... | <ul style="list-style-type: none"> • The teacher says, "It's really fun to find the patterns for factoring polynomials." • A student says, "I don't really understand why it's better to solve this problem that way." • A student asks a classmate to explain a concept or procedure since he didn't quite follow the teacher's explanation. • Students question one another on answers. • A student asks the teacher for permission to redo a piece of work since she now sees how it could be strengthened. • And others... |

2c MANAGING CLASSROOM PROCEDURES

| | UNSATISFACTORY LEVEL 1 | BASIC LEVEL 2 |
|---------------------|---|---|
| | <p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.</p> | <p>Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • Students not working with the teacher are not productively engaged. • Transitions are disorganized, with much loss of instructional time. • There do not appear to be any established procedures for distributing and collecting materials. • A considerable amount of time is spent off task because of unclear procedures. • Volunteers and paraprofessionals have no defined role and/or are idle much of the time. | <ul style="list-style-type: none"> • Students not working directly with the teacher are only partially engaged. • Procedures for transitions seem to have been established, but their operation is not smooth. • There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. • Classroom routines function unevenly. • Volunteers and paraprofessionals require frequent supervision. |
| Possible Examples | <ul style="list-style-type: none"> • When moving into small groups, students ask questions about where they are supposed to go, whether they should take their chairs, etc. • There are long lines for materials and supplies. • Distributing or collecting supplies is time consuming. • Students bump into one another when lining up or sharpening pencils. • At the beginning of the lesson, roll-taking consumes much time and students are not working on anything. • And others... | <ul style="list-style-type: none"> • Some students not working with the teacher are off task. • Transition between large- and small-group activities requires five minutes but is accomplished. • Students ask what they are to do when materials are being distributed or collected. • Students ask clarifying questions about procedures. • Taking attendance is not fully routinized; students are idle while the teacher fills out the attendance form. • And others... |

2c MANAGING CLASSROOM PROCEDURES

| | PROFICIENT LEVEL 3 | DISTINGUISHED LEVEL 4 |
|---------------------|---|---|
| | <p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.</p> | <p>Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • Students are productively engaged during small-group or independent work. • Transitions between large- and small-group activities are smooth. • Routines for distribution and collection of materials and supplies work efficiently. • Classroom routines function smoothly. • Volunteers and paraprofessionals work with minimal supervision. | <ul style="list-style-type: none"> • With minimal prompting by the teacher, students ensure that their time is used productively. • Students take initiative in distributing and collecting materials efficiently. • Students themselves ensure that transitions and other routines are accomplished smoothly. • Volunteers and paraprofessionals take initiative in their work in the class. |
| Possible Examples | <ul style="list-style-type: none"> • In small-group work, students have established roles; they listen to one another, summarizing different views, etc. • Students move directly between large- and small-group activities. • Students get started on an activity while the teacher takes attendance. • The teacher has an established timing device, such as counting down, to signal students to return to their desks. • The teacher has an established attention signal, such as raising a hand or dimming the lights. • One member of each small group collects materials for the table. • There is an established color-coded system indicating where materials should be stored. • Cleanup at the end of a lesson is fast and efficient. • And others... | <ul style="list-style-type: none"> • Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work. • A student reminds classmates of the roles that they are to play within the group. • A student redirects a classmate to the table he should be at following a transition. • Students propose an improved attention signal. • Students independently check themselves into class on the attendance board. • And others... |

2d MANAGING STUDENT BEHAVIOR

| | UNSATISFACTORY LEVEL 1 | BASIC LEVEL 2 |
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| | <p>There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.</p> | <p>Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • The classroom environment is chaotic, with no standards of conduct evident. • The teacher does not monitor student behavior. • Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response. | <ul style="list-style-type: none"> • The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. • The teacher attempts to keep track of student behavior, but with no apparent system. • The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient. |
| Possible Examples | <ul style="list-style-type: none"> • Students are talking among themselves, with no attempt by the teacher to silence them. • An object flies through the air, apparently without the teacher's notice. • Students are running around the room, resulting in chaos. • Students use their phones and other electronic devices; the teacher doesn't attempt to stop them. • And others... | <ul style="list-style-type: none"> • Classroom rules are posted, but neither the teacher nor the students refer to them. • The teacher repeatedly asks students to take their seats; some ignore her. • To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass?" • Come in and take your seat; you've missed enough already." • And others... |

2d MANAGING STUDENT BEHAVIOR

| | PROFICIENT LEVEL 3 | DISTINGUISHED LEVEL 4 |
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| | <p>Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.</p> | <p>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher’s response to student misbehavior is sensitive to individual student needs and respects students’ dignity.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • Standards of conduct appear to have been established and implemented successfully. • Overall, student behavior is generally appropriate. • The teacher frequently monitors student behavior. • The teacher’s response to student misbehavior is effective. | <ul style="list-style-type: none"> • Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. • The teacher silently and subtly monitors student behavior. • Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct. |
| Possible Examples | <ul style="list-style-type: none"> • Upon a nonverbal signal from the teacher, students correct their behavior. • The teacher moves to every section of the classroom, keeping a close eye on student behavior. • The teacher gives a student a “hard look,” and the student stops talking to his neighbor. • And others... | <ul style="list-style-type: none"> • A student suggests a revision to one of the classroom rules. • The teacher notices that some students are talking among themselves and without a word moves nearer to them; the talking stops. • The teacher speaks privately to a student about misbehavior. • A student reminds her classmates of the class rule about chewing gum. • And others... |

2e ORGANIZING PHYSICAL SPACE

| | UNSATISFACTORY LEVEL 1 | BASIC LEVEL 2 |
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| | <p>The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.</p> | <p>The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • There are physical hazards in the classroom, endangering student safety. • Many students can't see or hear the teacher or see the board. • Available technology is not being used even if it is available and its use would enhance the lesson. | <ul style="list-style-type: none"> • The physical environment is safe, and most students can see and hear the teacher or see the board. • The physical environment is not an impediment to learning but does not enhance it. • The teacher makes limited use of available technology and other resources. |
| Possible Examples | <ul style="list-style-type: none"> • There are electrical cords running around the classroom. • There is a pole in the middle of the room; some students can't see the board. • A whiteboard is in the classroom, but it is facing the wall. • And others... | <ul style="list-style-type: none"> • The teacher ensures that dangerous chemicals are stored safely. • The classroom desks remain in two semicircles, requiring students to lean around their classmates during small-group work. • The teacher tries to use a computer to illustrate a concept but requires several attempts to make the demonstration work. • And others... |

2e ORGANIZING PHYSICAL SPACE

| | PROFICIENT LEVEL 3 | DISTINGUISHED LEVEL 4 |
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| | <p>The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.</p> | <p>The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • The classroom is safe, and all students are able to see and hear the teacher or see the board. • The classroom is arranged to support the instructional goals and learning activities. • The teacher makes appropriate use of available technology. | <ul style="list-style-type: none"> • Modifications are made to the physical environment to accommodate students with special needs. • There is total alignment between the learning activities and the physical environment. • Students take the initiative to adjust the physical environment. • The teacher and students make extensive and imaginative use of available technology. |
| Possible Examples | <ul style="list-style-type: none"> • There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply. • Desks are moved together so that students can work in small groups, or desks are moved into a circle for a class discussion. • The use of an Internet connection extends the lesson. • And others... | <ul style="list-style-type: none"> • Students ask if they can shift the furniture to better suit small-group work or discussion. • A student closes the door to shut out noise in the corridor or lowers a blind to block the sun from a classmate's eyes. • A student suggests an application of the whiteboard for an activity. • And others... |

3a COMMUNICATING WITH STUDENTS

| | UNSATISFACTORY LEVEL 1 | BASIC LEVEL 2 |
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| | <p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher’s explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher’s spoken or written language contains errors of grammar or syntax. The teacher’s academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p> | <p>The teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher’s explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher’s explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher’s spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students’ ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • At no time during the lesson does the teacher convey to students what they will be learning. • Students indicate through body language or questions that they don’t understand the content being presented. • The teacher makes a serious content error that will affect students’ understanding of the lesson. • Students indicate through their questions that they are confused about the learning task. • The teacher’s communications include errors of vocabulary or usage or imprecise use of academic language. • The teacher’s vocabulary is inappropriate to the age or culture of the students. | <ul style="list-style-type: none"> • The teacher provides little elaboration or explanation about what the students will be learning. • The teacher’s explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. • The teacher makes no serious content errors but may make minor ones. • The teacher’s explanations of content are purely procedural, with no indication of how students can think strategically. • The teacher must clarify the learning task so students can complete it. • The teacher’s vocabulary and usage are correct but unimaginative. • When the teacher attempts to explain academic vocabulary, it is only partially successful. • The teacher’s vocabulary is too advanced, or too juvenile, for students. |

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| Possible Examples | <ul style="list-style-type: none"> • A student asks, “What are we supposed to be doing?” but the teacher ignores the question. • The teacher states that to add fractions they must have the same numerator. • Students have a quizzical look on their faces; some may withdraw from the lesson. • Students become disruptive or talk among themselves in an effort to follow the lesson. • The teacher uses technical terms without explaining their meanings. • The teacher says “ain’t.” • And others... | <ul style="list-style-type: none"> • The teacher mispronounces “_____.” • The teacher says, “And oh, by the way, today we’re going to factor polynomials.” • A student asks, “What are we supposed to be doing?” and the teacher clarifies the task. • A student asks, “What do I write here?” in order to complete a task. • The teacher says, “Watch me while I show you how to _____,” asking students only to listen. • A number of students do not seem to be following the explanation. • Students are inattentive during the teacher’s explanation of content. • Students’ use of academic vocabulary is imprecise. • And others... |
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3a COMMUNICATING WITH STUDENTS

| | PROFICIENT LEVEL 3 | DISTINGUISHED LEVEL 4 |
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| | <p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher’s explanation of content is scaffolded, clear, and accurate and connects with students’ knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher’s spoken and written language is clear and correct and is suitable to students’ ages and interests. The teacher’s use of academic vocabulary is precise and serves to extend student understanding.</p> | <p>The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher’s explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students’ interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • The teacher states clearly, at some point during the lesson, what the students will be learning. • The teacher’s explanation of content is clear and invites student participation and thinking. • The teacher makes no content errors. • The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they’re learning. • Students engage with the learning task, indicating that they understand what they are to do. • If appropriate, the teacher models the process to be followed in the task. • The teacher’s vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. • The teacher’s vocabulary is appropriate to students’ ages and levels of development. | <ul style="list-style-type: none"> • If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. • The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. • The teacher points out possible areas for misunderstanding. • The teacher invites students to explain the content to their classmates. • Students suggest other strategies they might use in approaching a challenge or analysis. • The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline. • Students use academic language correctly. |

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| Possible Examples | <ul style="list-style-type: none"> • The teacher says, “By the end of today’s lesson you’re all going to be able to factor different types of polynomials.” • In the course of a presentation of content, the teacher asks students, “Can anyone think of an example of that?” • The teacher uses a board or projection device for task directions so that students can refer to it without requiring the teacher’s attention. • The teacher says, “When you’re trying to solve a math problem like this, you might think of a similar, but simpler, problem you’ve done in the past and see whether the same approach would work.” • The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny, day or about the water in a hose that has been sitting in the sun. • The teacher uses a Venn diagram to illustrate the distinctions between a republic and a democracy. • And others... | <ul style="list-style-type: none"> • The teacher says, “Here’s a spot where some students have difficulty; be sure to read it carefully.” • The teacher asks a student to explain the task to other students. • When clarification about the learning task is needed, a student offers it to classmates. • The teacher, in explaining the westward movement in U.S. history, invites students to consider that historical period from the point of view of the Native Peoples. • The teacher asks, “Who would like to explain this idea to us?” • A student asks, “Is this another way we could think about analogies?” • A student explains an academic term to classmates. • The teacher pauses during an explanation of the civil rights movement to remind students that the prefix in- as in inequality means “not” and that the prefix un- also means the same thing. • A student says to a classmate, “I think that side of the triangle is called the hypotenuse.” • And others... |
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3b USING QUESTIONING AND DISCUSSION TECHNIQUES

| | UNSATISFACTORY LEVEL 1 | BASIC LEVEL 2 |
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| | <p>The teacher’s questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.</p> | <p>The teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • Questions are rapid-fire and convergent, with a single correct answer. • Questions do not invite student thinking. • All discussion is between the teacher and students; students are not invited to speak directly to one another. • The teacher does not ask students to explain their thinking. • Only a few students dominate the discussion. | <ul style="list-style-type: none"> • The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly. • The teacher invites students to respond directly to one another’s ideas, but few students respond. • The teacher calls on many students, but only a small number actually participate in the discussion. • The teacher asks students to explain their reasoning, but only some students attempt to do so. |
| Possible Examples | <ul style="list-style-type: none"> • All questions are of the “recitation” type, such as “What is 3 x 4?” • The teacher asks a question for which the answer is on the board; students respond by reading it. • The teacher calls only on students who have their hands up. • A student responds to a question with wrong information, and the teacher doesn’t follow up. • And others... | <ul style="list-style-type: none"> • Many questions are of the “recitation” type, such as “How many members of the House of Representatives are there?” • The teacher asks, “Who has an idea about this?” The usual three students offer comments. • The teacher asks, “Maria, can you comment on Ian’s idea?” but Maria does not respond or makes a comment directly to the teacher. • The teacher asks a student to explain his reasoning for why 13 is a prime number but does not follow up when the student falters. • And others... |

3b USING QUESTIONING AND DISCUSSION TECHNIQUES

| | PROFICIENT LEVEL 3 | DISTINGUISHED LEVEL 4 |
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| | <p>While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p> | <p>The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. • The teacher makes effective use of wait time. • Discussions enable students to talk to one another without ongoing mediation by teacher. • The teacher calls on most students, even those who don't initially volunteer. • Many students actively engage in the discussion. • The teacher asks students to justify their reasoning, and most attempt to do so. | <ul style="list-style-type: none"> • Students initiate higher-order questions. • The teacher builds on and uses student responses to questions in order to deepen student understanding. • Students extend the discussion, enriching it. • Students invite comments from their classmates during a discussion and challenge one another's thinking. • Virtually all students are engaged in the discussion. |
| Possible Examples | <ul style="list-style-type: none"> • The teacher asks, "What might have happened if the colonists had not prevailed in the American war for independence?" • The teacher uses the plural form in asking questions, such as "What are some things you think might contribute to _____?" • The teacher asks, "Maria, can you comment on Ian's idea?" and Maria responds directly to Ian. • The teacher poses a question, asking every student to write a brief response and then share it with a partner, before inviting a few to offer their ideas to the entire class. • The teacher asks students when they have formulated an answer to the question "Why do you think Huck Finn did _____?" to find the reason in the text and to explain their thinking to a neighbor. • And others... | <ul style="list-style-type: none"> • A student asks, "How many ways are there to get this answer?" • A student says to a classmate, "I don't think I agree with you on this, because..." • A student asks of other students, "Does anyone have another idea how we might figure this out?" • A student asks, "What if...?" • And others... |

3c ENGAGING STUDENTS IN LEARNING

| | UNSATISFACTORY LEVEL 1 | BASIC LEVEL 2 |
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| | <p>The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</p> | <p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “downtime.”</p> |
| Critical Attributes | <ul style="list-style-type: none"> • Few students are intellectually engaged in the lesson. • Learning tasks/activities and materials require only recall or have a single correct response or method. • Instructional materials used are unsuitable to the lesson and/or the students. • The lesson drags or is rushed. • Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement. | <ul style="list-style-type: none"> • Some students are intellectually engaged in the lesson. • Learning tasks are a mix of those requiring thinking and those requiring recall. • Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. • The materials and resources are partially aligned to the lesson objectives. • Few of the materials and resources require student thinking or ask students to explain their thinking. • The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others. • The instructional groupings used are partially appropriate to the activities. |
| Possible Examples | <ul style="list-style-type: none"> • Most students disregard the assignment given by the teacher; it appears to be much too difficult for them. • Students fill out the lesson worksheet by copying words from the board. • Students are using math manipulative materials in a rote activity. • The teacher lectures for 45 minutes. • Most students don’t have time to complete the assignment; the teacher moves on in the lesson. • And others... | <ul style="list-style-type: none"> • Students in only three of the five small groups are figuring out an answer to the assigned problem; the others seem to be unsure how they should proceed. • Students are asked to fill in a worksheet, following an established procedure. • There is a recognizable beginning, middle, and end to the lesson. • The teacher lectures for 20 minutes and provides 15 minutes for the students to write an essay; not all students are able to complete it. • And others... |

3c ENGAGING STUDENTS IN LEARNING

| | PROFICIENT LEVEL 3 | DISTINGUISHED LEVEL 4 |
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| | <p>The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p> | <p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • Most students are intellectually engaged in the lesson. • Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. • Students are invited to explain their thinking as part of completing tasks. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged. • The teacher uses groupings that are suitable to the lesson activities. | <ul style="list-style-type: none"> • Virtually all students are intellectually engaged in the lesson. • Lesson activities require high-level student thinking and explanations of their thinking. • Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used. • Students have an opportunity for reflection and closure on the lesson to consolidate their understanding. |
| Possible Examples | <ul style="list-style-type: none"> • Five students (out of 27) have finished an assignment early and begin talking among themselves; the teacher assigns a follow-up activity. • Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents and to explain their reasoning. • Students are given a task to do independently, then to discuss with a table group, followed by a reporting from each table. • Students are asked to create different representations of a large number using a variety of manipulative materials. • The lesson is neither rushed nor does it drag. • And others... | <ul style="list-style-type: none"> • Students are asked to write an essay in the style of Hemingway and to describe which aspects of his style they have incorporated. • Students determine which of several tools—e.g., a protractor, spreadsheet, or graphing calculator—would be most suitable to solve a math problem. • A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently. • Students identify or create their own learning materials. • Students summarize their learning from the lesson. • And others... |

3d USING ASSESSMENT IN INSTRUCTION

| | UNSATISFACTORY LEVEL 1 | BASIC LEVEL 2 |
|---------------------|--|---|
| | <p>Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.</p> | <p>Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • The teacher gives no indication of what high-quality work looks like. • The teacher makes no effort to determine whether students understand the lesson. • Students receive no feedback, or feedback is global or directed to only one student. • The teacher does not ask students to evaluate their own or classmates' work. | <ul style="list-style-type: none"> • There is little evidence that the students understand how their work will be evaluated. • The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students. • Feedback to students is vague and not oriented toward future improvement of work. • The teacher makes only minor attempts to engage students in self- or peer assessment. |
| Possible Examples | <ul style="list-style-type: none"> • A student asks, "How is this assignment going to be graded?" • A student asks, "Is this the right way to solve this problem?" but receives no information from the teacher. • The teacher forges ahead with a presentation without checking for understanding. • After the students present their research on globalization, the teacher tells them their letter grade; when students ask how he arrived at the grade, the teacher responds, "After all these years in education, I just know what grade to give." • And others... | <ul style="list-style-type: none"> • The teacher asks, "Does anyone have a question?" • When a student completes a problem on the board, the teacher corrects the student's work without explaining why. • The teacher says, "Good job, everyone." • The teacher, after receiving a correct response from one student, continues without ascertaining whether other students understand the concept. • The students receive their tests back; each one is simply marked with a letter grade at the top. • And others... |

3d USING ASSESSMENT IN INSTRUCTION

| | PROFICIENT LEVEL 3 | DISTINGUISHED LEVEL 4 |
|---------------------|--|--|
| | <p>Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.</p> | <p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • The teacher makes the standards of high-quality work clear to students. • The teacher elicits evidence of student understanding. • Students are invited to assess their own work and make improvements; most of them do so. • Feedback includes specific and timely guidance, at least for groups of students. | <ul style="list-style-type: none"> • Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria. • The teacher is constantly “taking the pulse” of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. • Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. • High-quality feedback comes from many sources, including students; it is specific and focused on improvement. |
| Possible Examples | <ul style="list-style-type: none"> • The teacher circulates during small-group or independent work, offering suggestions to students. • The teacher uses specifically formulated questions to elicit evidence of student understanding. • The teacher asks students to look over their papers to correct their errors; most of them engage in this task. • And others... | <ul style="list-style-type: none"> • The teacher reminds students of the characteristics of high-quality work, observing that the students themselves helped develop them. • While students are working, the teacher circulates, providing specific feedback to individual students. • The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding. • Students offer feedback to their classmates on their work. • Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved. • And others... |

3e DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS

| | UNSATISFACTORY LEVEL 1 | BASIC LEVEL 2 |
|---------------------|--|---|
| | The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content. | The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective. |
| Critical Attributes | <ul style="list-style-type: none"> • The teacher ignores indications of student boredom or lack of understanding. • The teacher brushes aside students' questions. • The teacher conveys to students that when they have difficulty learning, it is their fault. • In reflecting on practice, the teacher does not indicate that it is important to reach all students. • The teacher makes no attempt to adjust the lesson in response to student confusion. | <ul style="list-style-type: none"> • The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson. • The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them. • In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so. • The teacher's attempts to adjust the lesson are partially successful. |
| Possible Examples | <ul style="list-style-type: none"> • The teacher says, "We don't have time for that today." • The teacher says, "If you'd just pay attention, you could understand this." • When a student asks the teacher to explain a mathematical procedure again, the teacher says, "Just do the homework assignment; you'll get it then." • And others... | <ul style="list-style-type: none"> • The teacher says, "I'll try to think of another way to come at this and get back to you." • The teacher says, "I realize not everyone understands this, but we can't spend any more time on it." • The teacher rearranges the way the students are grouped in an attempt to help students understand the lesson; the strategy is partially successful. • And others... |

3e DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS

| | PROFICIENT LEVEL 3 | DISTINGUISHED LEVEL 4 |
|---------------------|---|--|
| | <p>The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.</p> | <p>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • The teacher incorporates students' interests and questions into the heart of the lesson. • The teacher conveys to students that she has other approaches to try when the students experience difficulty. • In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. • When improvising becomes necessary, the teacher makes adjustments to the lesson. | <ul style="list-style-type: none"> • The teacher seizes on a teachable moment to enhance a lesson. • The teacher conveys to students that she won't consider a lesson "finished" until every student understands and that she has a broad range of approaches to use. • In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students. • The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students. |
| Possible Examples | <ul style="list-style-type: none"> • The teacher says, "That's an interesting idea; let's see how it fits." • The teacher illustrates a principle of good writing to a student, using his interest in basketball as context. • The teacher says, "This seems to be more difficult for you than I expected; let's try this way," and then uses another approach. • And others... | <ul style="list-style-type: none"> • The teacher stops a lesson midstream and says, "This activity doesn't seem to be working. Here's another way I'd like you to try it." • The teacher incorporates the school's upcoming championship game into an explanation of averages. • The teacher says, "If we have to come back to this tomorrow, we will; it's really important that you understand it." • And others... |

4a REFLECTING ON TEACHING

| | UNSATISFACTORY LEVEL 1 | BASIC LEVEL 2 |
|---------------------|---|---|
| | <p>The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.</p> | <p>The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • The teacher considers the lesson but draws incorrect conclusions about its effectiveness. • The teacher makes no suggestions for improvement. | <ul style="list-style-type: none"> • The teacher has a general sense of whether or not instructional practices were effective. • The teacher offers general modifications for future instruction. |
| Possible Examples | <ul style="list-style-type: none"> • Despite evidence to the contrary, the teacher says, "My students did great on that lesson!" • The teacher says, "That was awful; I wish I knew what to do!" • And others... | <ul style="list-style-type: none"> • At the end of the lesson, the teacher says, "I guess that went okay." • The teacher says, "I guess I'll try _____ next time." • And others... |

4a REFLECTING ON TEACHING

| | PROFICIENT LEVEL 3 | DISTINGUISHED LEVEL 4 |
|---------------------|--|--|
| | <p>The teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p> | <p>The teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • The teacher accurately assesses the effectiveness of instructional activities used. • The teacher identifies specific ways in which a lesson might be improved. | <ul style="list-style-type: none"> • The teacher’s assessment of the lesson is thoughtful and includes specific indicators of effectiveness. • The teacher’s suggestions for improvement draw on an extensive repertoire. |
| Possible Examples | <ul style="list-style-type: none"> • The teacher says, “I wasn’t pleased with the level of engagement of the students.” • The teacher’s journal indicates several possible lesson improvements. • And others... | <ul style="list-style-type: none"> • The teacher says, “I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed.” • In conversation with colleagues, the teacher considers strategies for grouping students differently to improve a lesson. • And others... |

4b MAINTAINING ACCURATE RECORDS

| | UNSATISFACTORY LEVEL 1 | BASIC LEVEL 2 |
|----------------------------|--|--|
| | <p>The teacher’s system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher’s records for noninstructional activities are in disarray, the result being errors and confusion.</p> | <p>The teacher’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher’s records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • There is no system for either instructional or noninstructional records. • Record-keeping systems are in disarray and provide incorrect or confusing information. | <ul style="list-style-type: none"> • The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information. • The teacher’s process for tracking student progress is cumbersome to use. • The teacher has a process for tracking some, but not all, noninstructional information, and it may contain some errors. |
| Possible Examples | <ul style="list-style-type: none"> • A student says, “I’m sure I turned in that assignment, but the teacher lost it!” • The teacher says, “I misplaced the writing samples for my class, but it doesn’t matter—I know what the students would have scored.” • On the morning of the field trip, the teacher discovers that five students never turned in their permission slips. • And others... | <ul style="list-style-type: none"> • A student says, “I wasn’t in school today, and my teacher’s website is out of date, so I don’t know what the assignments are!” • The teacher says, “I’ve got all these notes about how the kids are doing; I should put them into the system, but I just don’t have time.” • On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings. • And others... |

4b MAINTAINING ACCURATE RECORDS

| | PROFICIENT LEVEL 3 | DISTINGUISHED LEVEL 4 |
|---------------------|---|--|
| | The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. | The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records. |
| Critical Attributes | <ul style="list-style-type: none"> • The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments. • The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. • The teacher's process for recording noninstructional information is both efficient and effective. | <ul style="list-style-type: none"> • Students contribute to and maintain records indicating completed and outstanding work assignments. • Students contribute to and maintain data files indicating their own progress in learning. • Students contribute to maintaining noninstructional records for the class. |
| Possible Examples | <ul style="list-style-type: none"> • On the class website, the teacher creates a link that students can access to check on any missing assignments. • The teacher's gradebook records student progress toward learning goals. • The teacher creates a spreadsheet for tracking which students have paid for their school pictures. • And others... | <ul style="list-style-type: none"> • A student from each team maintains the database of current and missing assignments for the team. • When asked about her progress in a class, a student proudly shows her portfolio of work and can explain how the documents indicate her progress toward learning goals. • When they bring in their permission slips for a field trip, students add their own information to the database. • And others... |

4c COMMUNICATING WITH FAMILIES

| | UNSATISFACTORY LEVEL 1 | BASIC LEVEL 2 |
|---------------------|---|--|
| | <p>The teacher provides little information about the instructional program to families; the teacher’s communication about students’ progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.</p> | <p>The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • Little or no information regarding the instructional program is available to parents. • Families are unaware of their children’s progress. • Family engagement activities are lacking. • There is some culturally inappropriate communication. | <ul style="list-style-type: none"> • School- or district-created materials about the instructional program are sent home. • The teacher sends home infrequent or incomplete information about the instructional program. • The teacher maintains a school-required gradebook but does little else to inform families about student progress. • Some of the teacher’s communications are inappropriate to families’ cultural norms. |
| Possible Examples | <ul style="list-style-type: none"> • A parent says, “I’d like to know what my kid is working on at school.” • A parent says, “I wish I could know something about my child’s progress before the report card comes out.” • A parent says, “I wonder why we never see any schoolwork come home.” • And others... | <ul style="list-style-type: none"> • A parent says, “I received the district pamphlet on the reading program, but I wonder how it’s being taught in my child’s class.” • A parent says, “I emailed the teacher about my child’s struggles with math, but all I got back was a note saying that he’s doing fine.” • The teacher sends home weekly quizzes for parent or guardian signature. • And others... |

4c COMMUNICATING WITH FAMILIES

| | PROFICIENT LEVEL 3 | DISTINGUISHED LEVEL 4 |
|---------------------|--|---|
| | <p>The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.</p> | <p>The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher’s efforts to engage families in the instructional program are frequent and successful.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • The teacher regularly makes information about the instructional program available. • The teacher regularly sends home information about student progress. • The teacher develops activities designed to engage families successfully and appropriately in their children’s learning. • Most of the teacher’s communications are appropriate to families’ cultural norms. | <ul style="list-style-type: none"> • Students regularly develop materials to inform their families about the instructional program. • Students maintain accurate records about their individual learning progress and frequently share this information with families. • Students contribute to regular and ongoing projects designed to engage families in the learning process. • All of the teacher’s communications are highly sensitive to families’ cultural norms. |
| Possible Examples | <ul style="list-style-type: none"> • The teacher sends a weekly newsletter home to families that describes current class activities, community and/or school projects, field trips, etc. • The teacher creates a monthly progress report, which is sent home for each student. • The teacher sends home a project that asks students to interview a family member about growing up during the 1950s. • And others... | <ul style="list-style-type: none"> • Students create materials for Back-to-School Night that outline the approach for learning science. • Each student’s daily reflection log describes what she or he is learning, and the log goes home each week for review by a parent or guardian. • Students design a project on charting their family’s use of plastics. • And others... |

4d PARTICIPATING IN THE PROFESSIONAL COMMUNITY

| | UNSATISFACTORY LEVEL 1 | BASIC LEVEL 2 |
|---------------------|---|---|
| | <p>The teacher’s relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.</p> | <p>The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school’s culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • The teacher’s relationships with colleagues are characterized by negativity or combativeness. • The teacher purposefully avoids contributing to activities promoting professional inquiry. • The teacher avoids involvement in school activities and district and community projects. | <ul style="list-style-type: none"> • The teacher has cordial relationships with colleagues. • When invited, the teacher participates in activities related to professional inquiry. • When asked, the teacher participates in school activities, as well as district and community projects. |
| Possible Examples | <ul style="list-style-type: none"> • The teacher doesn’t share test-taking strategies with his colleagues. He figures that if his students do well, he will look good. • The teacher does not attend PLC meetings. • The teacher does not attend any school functions after the dismissal bell. • The teacher says, “I work from 8:30 to 3:30 and not a minute more. I won’t serve on any district committee unless they get me a substitute to cover my class.” • And others... | <ul style="list-style-type: none"> • The teacher is polite but seldom shares any instructional materials with his grade partners. • The teacher attends PLC meetings only when reminded by her supervisor. • The principal says, “I wish I didn’t have to ask the teacher to ‘volunteer’ every time we need someone to chaperone the dance.” • The teacher contributes to the district literacy committee only when requested to do so by the principal. • And others... |

4d PARTICIPATING IN THE PROFESSIONAL COMMUNITY

| | PROFICIENT LEVEL 3 | DISTINGUISHED LEVEL 4 |
|---------------------|--|---|
| | <p>The teacher’s relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p> | <p>The teacher’s relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • The teacher has supportive and collaborative relationships with colleagues. • The teacher regularly participates in activities related to professional inquiry. • The teacher frequently volunteers to participate in school events and school district and community projects. | <ul style="list-style-type: none"> • The teacher takes a leadership role in promoting activities related to professional inquiry. • The teacher regularly contributes to and leads events that positively impact school life. • The teacher regularly contributes to and leads significant district and community projects. |
| Possible Examples | <ul style="list-style-type: none"> • The principal remarks that the teacher’s students have been noticeably successful since her teacher team has been focusing on instructional strategies during its meetings. • The teacher has decided to take some free MIT courses online and to share his learning with colleagues. • The basketball coach is usually willing to chaperone the ninth-grade dance because she knows all of her players will be there. • The teacher enthusiastically represents the school during the district social studies review and brings his substantial knowledge of U.S. history to the course writing team. • And others... | <ul style="list-style-type: none"> • The teacher leads the group of mentor teachers at school, which is devoted to supporting teachers during their first years of teaching. • The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills. • The teacher leads the annual “Olympics” day, thereby involving the entire student body and faculty in athletic events. • The teacher leads the district wellness committee, and involves healthcare and nutrition specialists from the community. • And others... |

4e GROWING AND DEVELOPING PROFESSIONALLY

| | UNSATISFACTORY LEVEL 1 | BASIC LEVEL 2 |
|---------------------|--|---|
| | <p>The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p> | <p>The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • The teacher is not involved in any activity that might enhance knowledge or skill. • The teacher purposefully resists discussing performance with supervisors or colleagues. • The teacher ignores invitations to join professional organizations or attend conferences. | <ul style="list-style-type: none"> • The teacher participates in professional activities when they are required or provided by the district. • The teacher reluctantly accepts feedback from supervisors and colleagues. • The teacher contributes in a limited fashion to professional organizations. |
| Possible Examples | <ul style="list-style-type: none"> • The teacher never takes continuing education courses, even though the credits would increase his salary. • The teacher endures the principal’s annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she will be able to simply discard the feedback form. • Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members’ time. • And others... | <ul style="list-style-type: none"> • The teacher politely attends district workshops and professional development days but doesn’t make much use of the materials received. • The teacher listens to his principal’s feedback after a lesson but isn’t sure that the recommendations really apply in his situation. • The teacher joins the local chapter of the American Library Association because she might benefit from the free books—but otherwise doesn’t feel it’s worth much of her time. • And others... |

4e GROWING AND DEVELOPING PROFESSIONALLY

| | PROFICIENT LEVEL 3 | DISTINGUISHED LEVEL 4 |
|---------------------|---|--|
| | <p>The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.</p> | <p>The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • The teacher seeks regular opportunities for continued professional development. • The teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback. • The teacher actively participates in organizations designed to contribute to the profession. | <ul style="list-style-type: none"> • The teacher seeks regular opportunities for continued professional development, including initiating action research. • The teacher actively seeks feedback from supervisors and colleagues. • The teacher takes an active leadership role in professional organizations in order to contribute to the profession. |
| Possible Examples | <ul style="list-style-type: none"> • The teacher eagerly attends the district’s optional summer workshops, knowing they provide a wealth of instructional strategies he’ll be able to use during the school year. • The teacher enjoys her principal’s weekly walk-through visits because they always lead to a valuable informal discussion during lunch the next day. • The teacher joins a science education partnership and finds that it provides him access to resources for his classroom that truly benefit his students. • And others... | <ul style="list-style-type: none"> • The teacher’s principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction. • The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress. • The teacher has founded a local organization devoted to literacy education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects. • And others... |

4f SHOWING PROFESSIONALISM

| | UNSATISFACTORY LEVEL 1 | BASIC LEVEL 2 |
|---------------------|---|---|
| | <p>The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.</p> | <p>The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • The teacher is dishonest. • The teacher does not notice the needs of students. • The teacher engages in practices that are self-serving. • The teacher willfully rejects district regulations. | <ul style="list-style-type: none"> • The teacher is honest. • The teacher notices the needs of students but is inconsistent in addressing them. • The teacher does not notice that some school practices result in poor conditions for students. • The teacher makes decisions professionally but on a limited basis. • The teacher complies with district regulations. |
| Possible Examples | <ul style="list-style-type: none"> • The teacher makes some errors when marking the most recent common assessment but doesn't tell his colleagues. • The teacher does not realize that three of her neediest students arrive at school an hour early every morning because their mothers can't afford daycare. • The teacher fails to notice that one of his kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs. • When one of her colleagues goes home suddenly because of illness, the teacher pretends to have a meeting so that she won't have to share in the coverage responsibilities. • The teacher does not file his students' writing samples in their district cumulative folders; it is time-consuming, and he wants to leave early for summer break. • And others... | <ul style="list-style-type: none"> • The teacher says, "I have always known my grade partner to be truthful. If she called in sick today, then I believe her." • The teacher considers staying late to help some of her students in after-school daycare but then realizes it would conflict with her health club class and so decides against it. • The teacher notices a student struggling in his class and sends a quick email to the counselor. • When he doesn't get a response, he assumes the problem has been taken care of. • When the teacher's grade partner goes out on maternity leave, the teacher says "Hello" and "Welcome" to the substitute but does not offer any further assistance. • The teacher keeps his district-required gradebook up to date but enters exactly the minimum number of assignments specified by his department chair. • And others... |

4f SHOWING PROFESSIONALISM

| | PROFICIENT LEVEL 3 | DISTINGUISHED LEVEL 4 |
|---------------------|---|---|
| | <p>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.</p> | <p>The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • The teacher is honest and known for having high standards of integrity. • The teacher actively addresses student needs. • The teacher actively works to provide opportunities for student success. • The teacher willingly participates in team and departmental decision making. • The teacher complies completely with district regulations. | <ul style="list-style-type: none"> • The teacher is considered a leader in terms of honesty, integrity, and confidentiality. • The teacher is highly proactive in serving students. • The teacher makes a concerted effort to ensure opportunities are available for all students to be successful. • The teacher takes a leadership role in team and departmental decision making. • The teacher takes a leadership role regarding district regulations. |
| Possible Examples | <ul style="list-style-type: none"> • The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately. • Despite her lack of knowledge about dance, the teacher forms a dance club at her high school to meet the high interest level of her students who cannot afford lessons. • The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps. • The English department chair says, “I appreciate when _____ attends our after-school meetings; he always contributes something meaningful to the discussion.” • The teacher learns the district’s new online curriculum mapping system and writes in all of her courses. • And others... | <ul style="list-style-type: none"> • When a young teacher has trouble understanding directions from the principal, she immediately goes to a more seasoned teacher—who, she knows, can be relied on for expert advice and complete discretion. • After the school’s intramural basketball program is discontinued, the teacher finds some former student athletes to come in and work with his students, who have come to love the after-school sessions. • The teacher enlists the help of her principal when she realizes that a colleague has been making disparaging comments about some disadvantaged students. • The math department looks forward to their weekly meetings; their leader, the teacher, is always seeking new instructional strategies and resources for them to discuss. • When the district adopts a new Web-based grading program, the teacher learns it inside and out so that she will be able to assist her colleagues with its implementation. • And others... |

Appendix F: Grievance Form

STEP 1 GRIEVANCE NOTICE OF THE UNITED EDUCATORS OF SAN FRANCISCO

| | |
|-------------------------------|----------------|
| Last Name of Aggrieved | 2. Date |
| | Case |

| | |
|-------------|-------------|
| Home | 4. |
| Home | Assi |

5.
UNITED EDUCATORS OF SAN FRANCISCO
2310-Mason Street, San Francisco, CA 94133 Phone: (415) 956-8373

Statement of Problem/Concise Statement of

Contract Articles

...and any other article of the contract, district policy, or state law that

6. b Remedy:

and the grievant(s) shall otherwise be made whole.

Appendix G: Record of Personal Property to be Used in Classroom Instruction

This agreement is valid fo school year: _____ and is limited to \$800 per employee per year.

Description of Item:

How Item will be used for instruction:

Replacement Value of Item: \$ _____ [not to exceed \$800]

Source establishing replacement value: _____

Employee name: _____

Employee signature: _____

Date: _____

Director's approval:

Date: _____

Director's signature: _____

Appendix H: Equity Support Team Leader - Job Description

Framing Context: Even with our great successes, CACS faces equity challenges that require explicit and intentional attention. Specifically,

1. All CACS students do not experience or benefit from CACS' success equitably, and
2. Students and families benefitting from CACS' successes do not represent SF's diverse population – but rather reinforce the racial experience and achievement gap visible in most public schools.

In response, The Equity Support Team (EST) - a leadership team comprised of at least 1 school administrator and grade level representatives - is committed to the inquiry and action needed to address our equity challenges, primarily through its leadership role in CACS' professional learning.

General Expectations

The EST collaborates to help transform CACS' current results through individual and collective planning, professional development, and leadership. As this leadership team is charged with a commitment to equity and achievement, each EST member must have a demonstrated record and must commit to the very personal and professional transformation they are expected to support in the CACS community.

Each EST member is expected to serve as a designee of the Director and by extension, a steward of the school's mission and vision. In this role, it is necessary that each member meet the following minimum criteria. As an EST member,

- You must continuously maintain and use an inquiry stance to lead for equity and achievement – first for your own practice and then as a critical friend within and beyond your team.
- You must demonstrate success and commitment to model effective interpersonal, communication and organizational skills with an explicit intention of serving as an ally and developing community across difference (families, students, role, etc.).
- You must manage the tenuous balance between humility and authority faced by leadership.
- You must commit to developing and using agreed upon rituals, structures and tools to foster deeper understanding and commitment to equity and achievement (i.e. meeting roles/structures, norms, Discourse 2, protocols, data and DBI tools).
 - Explicitly, you must commit to uphold the norms and encourage others to do the same.
- You must commit to and represent the CACS mission and vision in your day-to-day work and leadership including, but not limited to, a commitment to equity and to our innovative, arts-integrated, project-based approach.

Specific Expectations - Each EST member will individually and/or collectively:

- Commit to represent CACS and its mission/vision in a positive manner.
- Be trained at SF-CESS' Equity-Based iGroup Facilitator Training and be willing to commit to a 2-year term.
- Effectively facilitate monthly iGroups.
- Meet at least once a month to prepare for and plan for consistent professional learning through an SF-CESS-led, 2-hour meeting to plan/debrief iGroup curriculum and facilitation.
- Use EST collaboration times to surface and work with diverse perspectives in order to represent EST decisions in unity.
- Engage in ongoing Discourse 2 on behalf of CACS' least reached students.
- Collect/evaluate data to assess student learning and understanding (individual, team and school), and provide feedback and input for school-wide decisions as it relates to equity.
- Design and facilitate an equity-centered experience for the Family Association and/or Board of Directors annually.

Qualifications – Each EST member must demonstrate:

- At least 1 year of effective classroom experience (2 or more years desired), and at least 1 year at CACS – with an explicit commitment to social justice and ensuring equitable student outcomes.
- Experience gathering, evaluating and using data to inform decisions.
- Success as a leader and teacher mentor – including a history of reliability, promptness and follow through.
- Exemplary knowledge and execution of CACS’ policies and procedures.
- Ability to communicate CACS’ educational programs to diverse communities.

Selection Process

All staff members who meet the above requirements are encouraged to apply.

To apply, please submit a letter of intent and resume to the Administrative Team expressing your interest in this position and why you are an ideal fit. Include

- Your vision and goals for yourself, your team, and the school;
- A statement detailing your commitment, experience and results related to equity, and
- A description and reflection about your leadership style.

In making the final selection, the Director will consider not only the quality of each candidate’s application/experience, but also the final composition of the EST to ensure diversity of perspective, experience and skill.

Compensation: \$750 per semester