

Exhibit 1

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From Article IX, UTLA Contract (amended 03-22-13) for your perusal subject to legal/contractual review:

4.3 Faculty, Departmental, Grade Level, Staff Development and Committee Meetings: No employee shall be expected to attend more than 30 such meetings per school year (but not more than four in any month). Exempt from this limitation are administrative conferences with individual employees, meetings on released time, community meetings, voluntary meetings and meetings necessitated by special circumstances or emergencies. In secondary schools, under special circumstances, only one of the above meetings per month may be held during the employee's preparation period. These meetings should begin within a reasonable time after the final bell (approximately 7 minutes) and, except in special circumstances or emergencies, not exceed one hour in duration. Agendas for faculty meetings are to be distributed at least one day in advance, and employees shall be permitted to propose agenda items. Employees shall be permitted to participate in discussions during the meetings. If a meeting is scheduled after school, it should be started as soon as practicable after the student day is completed.

New Language:

Meetings subject to this provision include faculty, department, POD, PLC, after-school Professional Development, SST, SLC meetings, CST and CAHSEE in-service requirement meetings.

Mandatory meetings that are not subject to this due to outside legal requirements are IEPs and 504s.

New contractual language:

(a). PLC Meetings: Teachers are required to attend only their primary PLC meetings as chosen by individual teachers at the beginning of the school year. Teachers cannot be mandated to attend separate PLC meetings if they are fulfilling their primary PLC meeting requirement. The PLCs as a whole shall decide when meetings will take place.

(b). Meetings held during period 7: Up to two meetings per month held during 7th period will not count towards the above limitations.

(c). Prioritized Meetings: The administration will give teachers a calendar of prioritized meetings prior to the beginning of the school year so teachers can plan to attend those meetings accordingly.

Exhibit 3

PALISADES CHARTER HIGH SCHOOL Evaluation of Instructional Personnel

PCHS Mission Statement: PCHS will empower our diverse student population to make positive contributions to the global community by dedicating our resources to ensure educational excellence, civic responsibility, and personal growth.

To further this mission and support current school goals, the purposes of these procedures are to evaluate employee performance, continue to improve the quality of educational services provided by employees, and to provide assistance and remediation to employees whose performance is less than satisfactory.

The goal of teacher evaluation of PCHS is to promote continued growth through an ongoing process. The process includes specific years for completing the evaluation procedures, collaboration between the teacher and administrator, and continuing reflection by the teacher with respect to their teaching practices.

Frequency of Evaluation Table

Teacher Experience at PCHS	Evaluation Schedule	Evaluation Parameters
Probationary 1 & 2	Yearly	1 st year all standards and elements 2 nd year narrowed list of standards and elements for development as identified by teacher and administrator.
Years 4-9	Years 4, 6, and 8	At least 1 element per standard for development as identified by teacher and administrator.
Years 10+	5 Year Increments	At least 1 element selected by teacher AND 1 element selected by administrator

* The teacher may request more frequent evaluations.

** An unsatisfactory evaluation requires mandatory participation in the evaluation process the following year.

*** Teachers in the Years 10+ schedule can be subject to a Focused Improvement Plan (FIP) beginning in the 2nd year of the 5-year period, consistent with the following parameters:

- 1) The need for a FIP must be based on the direct observation of classroom teaching performance by an administrator, followed by an attempt to provide guidance and assistance;
- 2) After consultation with the teacher, the FIP will be developed regarding 1 element selected by the administrator, unless a 2nd element is deemed equally in need of improvement;
- 3) If the need for a FIP is determined to exist prior to January 31, the FIP will be implemented during the remainder of the same school year;
- 4) If the need for a FIP is determined to exist on or after February 1, the FIP will be developed prior to the end of the school year and may be implemented in the following school year;
- 5) No less than thirty (30) calendar days before the end of the school year during which the FIP is implemented, the administrator will determine whether sufficient improvement has been demonstrated, and: a) if sufficient improvement is demonstrated, the process is complete and the same 5-year cycle continues; or b) if sufficient improvement is not demonstrated, the teacher will be evaluated in the following school year.

PALISADES CHARTER HIGH SCHOOL Evaluation of Instructional Personnel Timeline

See Procedures Manual for specifics of each step.

	Administrator/evaluator	Teacher
May of year before Notification COP	Initial meeting to inform teacher of process and timeline. Provides COP for self-reflection Provides current school goals.	Reflects on COP (appendix B) and completes self-evaluation on each of the standards.
Weeks 1-10 Initial observations	Assigned administrator completes 2+ unannounced walk-throughs of at least 20 minutes each.	Regular practice and job duties. Completes initial planning sheet.
By week 10 Initial planning meeting Initial planning sheet due Standards of focus established	Identifies and discusses elements not observed in walk-throughs. Meets with teacher to debrief/reflect. Facilitates identification of areas/standards of focus. Finalize standards of focus.	Identifies areas of strength and areas needing growth. Submits the initial planning sheet to administrator. Meets with administrator to establish standards of focus.
Weeks 10-20 Observations	Additional 2+ walk-throughs (includes additional admin.).	Regular practice and job duties. Completes mid-year reflection sheet.
Second week of Spring Semester Informal mid-year meeting. Mid-year reflection sheet due at meeting.	Schedules and facilitates mid-term meeting with teacher. Facilitates reflection. Revisit areas of focus and identify areas of growth, development, and needs improvement. Establishes new focus standards, if necessary. Works with teacher to identify strategies to support teacher.	Submit mid-year reflection sheet. Collaborate to establish continuing growth plan. Works with administrator to identify strategies for support.
Weeks 20-40 Observations	2-4 additional observations (walk-through and/or bell-to-bell). Schedules meetings with teacher, as needed.	Implements agreed upon strategies for meeting growth targets. Meets with administrator, as needed.
At least 30 days before end of school. Year-end meeting Year-end Reflection due	Meets with teacher for final reflection and evaluation	Completes year-end reflection and establishes continuing professional development plan.

PALISADES CHARTER HIGH SCHOOL

Evaluation Procedures Manual

Initial Meeting:

The administrator will provide the teacher with the following:

- The California Standards for the Teaching Practice Continuum of Teaching Practice (COP)
- Current school goals
- Procedures Manual and timeline
- Initial planning sheet

The administrator and teacher will discuss the process and how to complete the required forms.

To complete the self-evaluation on COP:

Teacher reads COP and circles their level of expertise for each element of each standard.

One or more elements is chose for growth for the school year. At least one element must be selected from standards 1-5.

Observations

One administrator will be the teacher's assigned instructional leader. This administrator will meet with you throughout the school year and will observe you several times during the school year. At least two additional administrators will observe you during the school year. At least four of these observations will be 20 minutes or longer. Teacher and administrator may agree to longer observation periods. The observations will not require additional planning on the part of the teacher and are meant to gather information and provide feedback regarding growth targets determined collaboratively by the teacher and administrator.

Weeks 1-10

Observations

Administrator will observe the teacher at least two times for a period of 20+ minutes per visit. The administrator will record observations (see appendix C) to be used in the initial planning meeting.

Initial planning sheet.

Teacher uses their self-evaluation on the California Standards for the Teaching Profession Continuum of Teaching Practice (COP) to determine the standards of focus for the school year. The teacher should complete the planning sheet identifying the standards of focus with the specific elements, their self-assessment of level of practice on the rubric, and their reflections and evidence to support their choices and assessment. Number of elements identified for focus is determined by Evaluation Frequency Table.

A teacher is not required to specify an element for each standard. The following rubrics should be completed for ONLY the elements a teacher is selecting as a focus standard. The teacher should select areas in which they identify a need for growth and a desire for support to meet those needs.

During the initial planning meeting, the teacher and administrator will finalize the focus standards and identify the growth targets. They also identify strategies for meeting those growth targets.

Weeks 10-20

Observations

At least two additional administrators will observe the teacher for periods of 20+ minutes. The administrators will calibrate, collaborate and share information amongst themselves and the teacher.

Informal mid-year meeting

Teacher submits completed reflection sheet. Teacher and administrator use teacher reflection sheet and observations to determine progress and identify any necessary changes/additions to the standards of focus with the specific elements and to establish new growth targets.

Mid-year reflection sheet

Teacher identifies current level on the rubric for each of the standards of focus established in the initial planning meeting. Check level of growth in the table below. Use initial planning sheet, current levels, and observation evidence to reflect on progress. Identify new focus standards and/or growth targets, if necessary

Weeks 20-40

Observations

Two to four additional observations.

Year-end reflection sheet

Teacher identifies current level on the rubric for each of the standards of focus established in the initial planning meeting. Check level of growth in the given table. Use initial planning sheet, current levels, and observation evidence to reflect on progress. Establish an ongoing professional growth plan for the following year(s) until subsequent evaluation.

Year-end meeting

Teacher and administrator meet to discuss year-end reflection sheet and final evaluation. They collaborate to establish final evaluation level on standards of focus and establish an ongoing professional development plan for the following year(s) until subsequent evaluation.

Final Evaluation Report:

Not less than 30 calendar days before the last regularly scheduled school day of the employee's scheduled work year in which the evaluation takes place, the evaluator shall prepare and issue the Final Evaluation Report in which the employee's overall performance and progress toward growth targets is evaluated. Prior to the end of the school year the evaluator shall hold a conference with the employee to discuss its contents. When a Final Evaluation Report is marked "Did not display growth in Standards of Focus " the evaluator shall specifically describe in writing the area of below standard performance, together with recommendations for improvement, and the assistance given and to be given.

The administrator will provide commendations and recommendations to the teacher for the standards of focus. The teacher and administrator will determine elements for an on-going teacher professional development plan.

California Standards for the Teaching Practice

STANDARD ONE:

Engaging and Supporting All Students in Learning

- 1.1 Using knowledge of students to engage them in learning
- 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
- 1.3 Connecting subject matter to meaningful, real-life contexts
- 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
- 1.5 Promoting critical thinking through inquiry, problem solving, and reflection
- 1.6 Monitoring student learning and adjusting instruction while teaching

STANDARD TWO:

Creating and Maintaining Effective Environments for Student Learning

- 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
- 2.2 Creating physical or virtual learning environments that promote students learning, reflect diversity, and encourage constructive and productive interactions among students
- 2.3 Establish and maintaining learning environments that are physically, intellectually, and emotionally safe
- 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
- 2.5 Developing, communicating, and maintaining high standards for individual and group behavior
- 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
- 2.7 Using instructional time to optimize learning

STANDARD THREE:

Understanding and Organizing Subject Matter for Student Learning

- 3.1 Demonstrating knowledge of subject matter academic content standards
- 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
- 3.3 Organizing curriculum to facilitate student understanding of the subject matter
- 3.4 Utilizing instructional strategies that are appropriate to the subject matter
- 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
- 3.6 Addressing the needs of English Learners and students with special needs to provide equitable access to the content

STANDARD FOUR:

Planning Instruction and Designing Learning Experiences for all Students

- 4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
- 4.2 Establishing and articulating goals for student learning
- 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning
- 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
- 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

STANDARD FIVE:

Assessing Students for Learning

- 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments
- 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
- 5.3 Reviewing data, both individually and with colleagues, to monitor student learning
- 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- 5.5 Involving all students in self-assessment, goal setting, and monitoring progress
- 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning
- 5.7 Using assessment information to share timely and comprehensible feedback with students and their families

STANDARD SIX:

Developing as a Professional Educator

- 6.1 Reflecting on teaching practice in support of student learning
- 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
- 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
- 6.4 Working with families to support student learning
- 6.5 Engaging local communities in support of the instructional program
- 6.6 Managing professional responsibilities to maintain motivation and commitment to all students
- 6.7 Demonstrating professional responsibility, integrity, and ethical conduct

Appendix B: Continuum of Teaching Practice (COP)

Continuum of Teaching Practice

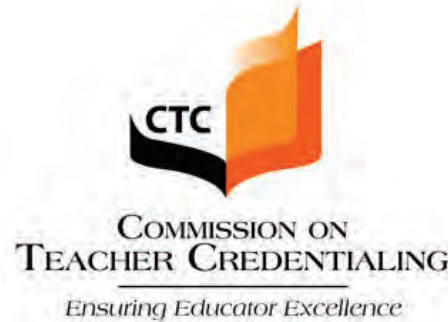


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Continuum of Teaching Practice

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Introduction

Context and History

California Standards for the Teaching Profession

The *California Standards for the Teaching Profession (CSTP)* are intended to provide common language and a vision of the scope and complexity of the profession. They define a vision of teaching as well as professional roles and responsibilities from pre-service teacher to experienced practitioner. The standards are not set forth as regulations to control the specific actions of teachers, but rather to guide teachers as they develop, refine, and extend their practice.

The current version of the *CSTP* (2009) has been developed to respond to changes in the context for teaching and learning in California over the past decade and to address the pressing needs of an increasingly diverse P–12 student population. Particular attention has been paid to revising language related to student learning, assessment practices, and equitable pedagogy designed to address English learners and students with diverse learning needs. This updated version of the *CSTP* also looks forward to the future of teaching and learning in the 21st century where traditional classrooms and contexts are likely to be transformed through innovative technologies and globalized connections. The *CSTP* continue to set forth a vision for the teaching profession—one that is sustainable, engaging, and fulfilling for teachers in all stages of their careers.

Continuum of Teaching Practice

California's *Continuum of Teaching Practice* is based on foundational work of the California Commission on Teacher Credentialing (CCTC), the California Department of Education (CDE) and the New Teacher Center (NTC) over the past 15 years. The 2010 *Continuum of Teaching Practice* is aligned with the *CSTP*, builds on California's pre-service Teaching Performance Expectations and sets forth a description of teaching that respects the diverse ways teachers pursue excellence in teaching and learning.

The *Continuum of Teaching Practice* is a tool for self-reflection, goal setting, and inquiry into practice. It provides common language about teaching and learning and can be used to promote professional growth within an environment of collegial support. Self-assessment data can support teachers in making informed decisions about their ongoing development as professionals. District and induction program leaders can use teacher assessment data to guide, support and accelerate professional growth focused on student achievement.

Since 1992, Beginning Teacher Support and Assessment (BTSA) Induction Programs in CA have been using formative assessment to support and inform teachers about their professional practice as they reflect and improve upon their teaching as part of a continuous improvement cycle. Formative assessment promotes and develops professional norms of inquiry, collaboration, data-driven dialogue, and reflection to improve student learning and is characterized by an inquiry cycle guiding teachers to Analyze Data and Reflect—Plan Instruction—Teach and Assess.

A formative assessment system has three essential components: standards, criteria and evidence of practice. Standards refer to the

California Standards for the Teaching Profession (CSTP) and are in alignment with the P–12 academic content standards. Criteria refer to indicators of teaching practice. Evidence of practice includes multiple sources such as lesson plans, observation data, and student work analyses and is used to make valid self-assessments on the *Continuum of Teaching Practice*. The *Continuum of Teaching Practice* is one component of a comprehensive formative assessment system for teachers, based on the *California Standards for the Teaching Profession (CSTP)*.

The *Continuum of Teaching Practice* is aligned to the 2009 *California Standards for the Teaching Profession (CSTP)*:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Students for Learning
- Developing as a Professional Educator

The *Continuum of Teaching Practice* is appropriately used with data collected over time and is not appropriate for use with evidence collected on a single occasion. While the *Continuum of Teaching Practice* may be used to assist teachers in setting professional goals and/or launching a cycle of inquiry, the *Continuum* is not designed for use as a stand-alone observation or evaluation instrument.

Rationale and Use

The *Continuum of Teaching Practice* was developed to:

- Delineate the diversity of knowledge and skills needed to meet the varied and evolving needs of students
- Support the reflective practice and ongoing learning of teachers
- Support an ongoing process of formative assessment of a teacher's practice based on standards, criteria and evidence
- Set short or long-term goals for professional development over time
- Describe teaching practice and development throughout a teacher's career
- Support a vision of ongoing learning and teacher development
- Encourage collaboration between classroom teachers, resource personnel and families, to ensure that all students are successful

Structure and Organization

The *Continuum of Teaching Practice* is organized to describe five levels of development. Each level addresses what a teacher should know and be able to do in the six CSTP standards. In addition to the description of teaching in CSTP 1: Engaging and Supporting All Students in Learning and CSTP 2: Creating and Maintaining Effective Environments for Student Learning, are what students would be doing at each level of practice.

The levels do not represent a chronological sequence in a teacher's growth, but each row describes developmental levels of performance. The levels become increasingly complex and sophisticated and integrate the skills of previous levels.

In the first column, under the language of each element, is a space to record evidence of practice as related to that *CSTP* element. Teachers reflect and describe practice in terms of evidence prior to self-assessing in order to make valid and accurate assessments.

Reading and Self-Assessing on the *Continuum*

The process of assessing on the *Continuum of Teaching Practice* can be done individually or collaboratively. Begin by reading the element and thinking of evidence of practice related to that element. Record evidence in the space provided underneath the element for the emerging level of practice. Using that evidence as a guidepost continue across the levels of the continuum noting additional evidence or areas to pursue. Using evidence as a determiner for assessing practice. For example, if you are a novice in regards to that element, you might find your practice by reading Level 1: Emerging, and then, read one or two levels to the right of that to assess practice. However, if you are experienced in a particular element, you might read and note evidence across to Level 3: Applying and beyond.

It is critical to begin on the left of the *Continuum* because any practice described to the left on the *Continuum* is carried across to those on the right **even if not explicitly stated**. Highlight the descriptions that best match current practice. Date the self-assessment. Subsequent self-assessments can be in a different color highlight, to show growth over time.

A teacher may be at Level 1 or 2 in some elements of the *CSTP* and Levels 3 and 4 in others, no matter how many years she or he has been in the profession. Because a teacher's growth is developmental, one may return to an earlier level temporarily if there are changes in a teacher's career, such as new course content, grade level, school, or student demographics. In fact, it is not uncommon for teachers to self-assess and find they have moved from right to left on the *Continuum of Teaching Practice* in response to new teaching contexts, responsibilities, challenges, or even a deeper understanding of the work.

Developmental Levels

Note: The descriptions in each of the Developmental Levels are aligned to the CSTP standards.

Level 1: Emerging

Expands awareness of curriculum and instructional practices to support understanding and engage students in learning. Recognizes the importance of building a positive learning environment that is focused on achievement. Demonstrates knowledge of teaching as discrete skills as described in the *California Standards for the Teaching Professional (CSTP)*. Plans lessons using available curriculum and resources. Develops understanding of required assessments and uses of data to inform student progress. Works collaboratively with assigned colleagues to reflect on and improve teaching practice and student success.

Level 2: Exploring

Explores use of additional instructional practices to teach the curriculum and support student understanding and engagement. Guides the development of a respectful learning environment focused on achievement. Expands knowledge of related elements of effective instruction, learning goals, assessments, and content as informed by the *CSTP*. Plans lessons using expanded understanding of curriculum, related materials and resources, and assessments. Explores the use of different types of assessments to expand understanding of student learning needs and support planning. Seeks collaboration with colleagues, resource personnel, and families to reflect on ways to improve teaching practice and student success.

Level 3: Applying

Implements the curriculum using a variety of instructional practices and supplemental resources selected to improve student understanding and engagement. Maintains a respectful and supportive learning environment in which all students can achieve. Utilizes knowledge of *CSTP* to make connections between elements of effective instruction, learning goals, assessments, and content standards. Plans differentiated instruction using a variety of adjustments and adaptations in lessons. Utilizes a variety of assessments that provide targeted data on student learning to guide planning. Collaborates and reflects regularly with colleagues to improve teaching practice and student success.

Level 4: Integrating

Integrates extensive knowledge of curriculum, instructional practices, and supplemental resources to enhance and deepen student understanding and engagement. Provides a respectful and rigorous learning environment that supports and challenges all students to achieve. Articulates knowledge of the inter-relationships between elements of effective instruction, learning goals, assessments, and content across the *CSTP*. Plans lessons using a broad range of strategies to differentiate instruction as informed by multiple assessments. Develops, adapts, and integrates assessments into instruction that provide ongoing data to guide planning differentiated instruction matched to assessed needs of students. Analyzes and integrates information from a wide range of sources to expand skills of collaboration and reflection as a habit of practice and to impact teacher effectiveness and student learning.

Level 5: Innovating

Designs and implements comprehensive curriculum with multiple and varied instructional strategies and resources to support in depth studies of content and promote high levels of student understanding and engagement. Facilitates a learning environment that is respectful, rigorous, and responsive in advancing student achievement. Applies in depth knowledge of the *CSTP* to interconnect effective instruction, learning goals, and assessment within and across content areas. Plans instruction flexibly utilizing a repertoire of instructional practices to differentiate instruction as informed by ongoing assessments. Utilizes a wide range of assessments strategically, systematically, and flexibly throughout instruction to identify student learning needs and guide ongoing adjustments in instruction that maximize student learning. Engages in and facilitates collaborative learning communities focused on providing quality instruction and optimal learning for the full range of students.

Levels of Teacher Development Across the CSTP

CSTP	Emerging Level 1	Exploring Level 2	Applying Level 3	Integrating Level 4	Innovating Level 5
Engaging and Supporting All Students in Learning	Expands awareness of curriculum and instructional practices to support understanding and engage students in learning.	Explores use of additional instructional practices to teach the curriculum and support student understanding and engagement.	Implements the curriculum using a variety of instructional practices and supplemental resources selected to improve student understanding and engagement.	Integrates extensive knowledge of curriculum, instructional practices, and supplemental resources to enhance and deepen student understanding and engagement.	Designs and implements comprehensive curriculum with multiple and varied instructional strategies and resources to support in depth studies of content and promote high levels of student understanding and engagement.
Creating and Maintaining Effective Environments for Student Learning	Recognizes the importance of building a positive learning environment that is focused on achievement.	Guides the development of a respectful learning environment focused on achievement.	Maintains a respectful and supportive learning environment in which all students can achieve.	Provides a respectful and rigorous learning environment that supports and challenges all students to achieve.	Facilitates a learning environment that is respectful, rigorous, and responsive in advancing student achievement.
Understanding and Organizing Subject Matter for Student Learning	Demonstrates knowledge of teaching as discrete skills as described in the <i>California Standards for the Teaching Professional (CSTP)</i> .	Expands knowledge of related elements of effective instruction, learning goals, assessments, and content as informed by the <i>CSTP</i> .	Utilizes knowledge of CSTP to makes connections between elements of effective instruction, learning goals, assessments, and content standards.	Articulates knowledge of the inter-relationships between elements of effective instruction, learning goals, assessments, and content across the <i>CSTP</i> .	Applies in depth knowledge of the <i>CSTP</i> to interconnect effective instruction, learning goals, and assessment within and across content areas.

Levels of Teacher Development Across the CSTP

CSTP	Emerging Level 1	Exploring Level 2	Applying Level 3	Integrating Level 4	Innovating Level 5
Planning Instruction and Designing Learning Experiences for All Students	Plans lessons using available curriculum and resources.	Plans lessons using expanded understanding of curriculum, related materials and resources, and assessments.	Plans differentiated instruction using a variety of adjustments and adaptations in lessons.	Plans lessons using a broad range of strategies to differentiate instruction as informed by multiple assessments.	Plans instruction flexibly utilizing a repertoire of instructional practices to differentiate instruction as informed by ongoing assessments.
Assessing Students for Learning	Develops understanding of required assessments and uses of data to inform student progress.	Explores the use of different types of assessments to expand understanding of student learning needs and support planning.	Utilizes a variety of assessments that provide targeted data on student learning to guide planning. Collaborates and reflects regularly with colleagues to improve teaching practice and student success.	Develops, adapts, and integrates assessments into instruction that provide ongoing data to guide planning differentiated instruction matched to assessed needs of students.	Utilizes a wide range of assessments strategically, systematically, and flexibly throughout instruction to identify student learning needs and guide ongoing adjustments in instruction that maximize student learning.
Developing as a Professional Educator	Works collaboratively with assigned colleagues to reflect on and improve teaching practice and student success.	Seeks collaboration with colleagues, resource personnel, and families to reflect on ways to improve teaching practice and student success.	Collaborates and reflects regularly with colleagues to improve teaching practice and student success.	Analyzes and integrates information from a wide range of sources to expand skills of collaboration and reflection as a habit of practice and to impact teacher effectiveness and student learning.	Engages in and facilitates collaborative learning communities focused on providing quality instruction and optimal learning for the full range of students.

Glossary of Terms

The *Continuum* provides a common language of standards-based practice in a community of learners.

Structure

Continuum: a document describing different levels of practice or knowledge along various stages of development.

Descriptor: an individual cell, or “box,” corresponds to the developmental levels in the *Continuum of Teaching Practice*.

Standard: one of six areas of teaching practice that comprise the *CA Standards for the Teaching Profession (CSTP)*.

Element: a sub-area or sub-domain of teaching practice within any of the six *CSTP* standards.

Level: Each level describes teaching in terms of pedagogy, instructional practices, content knowledge, learning environment, collaboration and leadership.

Concepts

Diversity: refers to culture, ethnicity, language, race, religion, gender, sexual orientation, socioeconomic background, learning abilities, and learning styles.

Equity: means ensuring learning for all students.

Pre-Assessment: Used to describe assessments that are part of ongoing instruction, as each significant new instructional concept is introduced. Pre-assessments inform teachers of a wide range of students’ knowledge and abilities in order to guide instruction.

Entry level assessment: Generally used to describe an initial assessment of competencies when a student first begins a class or course of study.

Context: Real life contexts include students’ unique family and community settings as a “mirror” reflecting the familiar world; and the broader societal, cultural and global settings as a “window” looking into the larger world (E. Style, 1996).

Culturally Responsive Teaching: Geneva Gay (2000) defines culturally responsive teaching as using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students.

Academic Language: Academic language is the language (oral and written) needed by students to understand and communicate in the academic disciplines. Academic language includes such things as specialized vocabulary, conventional text structures within a field (e.g., whole sentences, narratives, essays, lab reports) and other language-related activities typical of classrooms, (e.g., participating in a discussion, presenting an argument, comparing and contrasting, asking for clarification). (revised from PACT, 2010).

Standard 1 CSTP: Engaging and Supporting All Students in Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Develops awareness of prior knowledge, culture, backgrounds, life experience, and interests represented among students.</p> <p>Some students connect learning activities to their own lives.</p>	<p>Uses gathered information about students' prior knowledge, cultural backgrounds, life experiences, and interests to support student learning.</p> <p>Students participate in single lessons or sequence of lessons related to their interests and experiences.</p>	<p>Uses school resources and family contacts to expand understanding of students' prior knowledge, cultural backgrounds, life experiences, and interests to connect to student learning.</p> <p>Students make connections between curriculum and their prior knowledge, backgrounds, life experiences, and interests.</p>	<p>Integrates broad knowledge of students' cultural backgrounds, prior knowledge, life experiences, and interests to inform instruction.</p> <p>Students are actively engaged in curriculum which relates their prior knowledge, experiences, and interests within and across learning activities.</p>	<p>Uses extensive information regarding students and their communities systematically and flexibly throughout instruction.</p> <p>Students can articulate the relevance and impact of lessons on their lives and society.</p>

Standard 1 CSTP: Engaging and Supporting All Students in Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Uses instructional strategies, resources, and technologies as provided by school and/or district.</p> <p>Some students participate in instructional strategies, using resources and technologies provided.</p>	<p>Explores additional instructional strategies, resources, and technologies in single lessons or sequence of lessons to meet students' diverse learning needs.</p> <p>Students participate in single lessons or sequence of lessons related to their interests and experiences.</p>	<p>Utilizes a variety of strategies including culturally responsive pedagogy, resources, and technologies during ongoing instruction to meet students' diverse learning needs.</p> <p>Students participate in instruction using strategies, resources, and technologies matched to their learning needs.</p>	<p>Creates, adapts, and integrates a broad range of strategies, resources, and technologies into instruction designed to meet students' diverse learning needs.</p> <p>Students actively engage in instruction and make use of a variety of targeted strategies, resources, and technologies to meet their individual learning needs.</p>	<p>Refines the flexible use of an extensive repertoire of strategies, resources, and technologies to meet students' diverse learning needs.</p> <p>Students take responsibility for using a wide range of strategies, resources, and technologies that successfully advance their learning.</p>

Standard 1 CSTP: Engaging and Supporting All Students in Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>1.6 Monitoring student learning and adjusting instruction while teaching</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Implements lessons following curriculum guidelines.</p> <p>Some students receive individual assistance during instruction.</p>	<p>Seeks to clarify instructions and learning activities to support student understanding.</p> <p>Students receive assistance individually or in small groups during instruction.</p>	<p>Makes adjustments to instruction based on observation of student engagement and regular checks for understanding.</p> <p>Students successfully participate and stay engaged in learning activities.</p>	<p>Adjusts strategies during instruction based on the ongoing monitoring of individual student needs for assistance, support, or challenge.</p> <p>Students are able to articulate their level of understanding and use teacher guidance to meet their needs during instruction.</p>	<p>Makes adjustments to extend learning opportunities and provide assistance to students in mastering the content flexibly and effectively.</p> <p>Students monitor their progress in learning and provide information to teacher that informs adjustments in instruction.</p>

Standard 2 CSTP: Creating and Maintaining Effective Environments for Student Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Models and communicates expectations for fair and respectful behavior to support social development.</p> <p>Some students share in responsibility for the classroom community.</p>	<p>Models fair and respectful behavior. Demonstrates commitment to fairness and respect in communications with students about language and behavior.</p> <p>Seeks to understand cultural perceptions of caring community.</p> <p>Students participate in occasional community building activities, designed to promote caring, fairness, and respect.</p>	<p>Reinforces positive, responsible, and respectful student interactions. Assists students to resolve conflicts.</p> <p>Incorporates cultural awareness to develop a positive classroom climate.</p> <p>Students demonstrate efforts to be positive, accepting, and respectful of differences.</p>	<p>Develops shared responsibility with students for resolving conflict and creating and maintaining a caring classroom community.</p> <p>Supports students in taking leadership in developing a caring community that is responsive to the diverse cultural norms of identities of all students.</p> <p>Students take responsibility resolving conflicts and maintaining a caring classroom community. Students promote respect and appreciation for differences.</p>	<p>Facilitates student self-reflection and ongoing improvement of the caring community based on respect, fairness, and the value of all members.</p> <p>Students take leadership in resolving conflict and creating a fair and respectful classroom community where student's home culture is included and valued. Students communicate with empathy and understanding in interactions with one another.</p>

Standard 2 CSTP: Creating and Maintaining Effective Environments for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Is aware of the importance of the physical and/or virtual learning environments that support student learning.</p> <p>Is aware that structured interaction between students can support learning.</p> <p>Some students use available resources in learning environments during instruction.</p>	<p>Experiments with adapting the physical and/or virtual learning environments that support student learning.</p> <p>Structures for interaction are taught in single lessons or sequence of lessons to support student learning.</p> <p>Students use resources provided in learning environments and interact with each other to understand and complete learning tasks in single lessons or sequence of lessons.</p>	<p>Develops physical and/or virtual learning environments that reflect student diversity and provide a range of resources for learning.</p> <p>Utilizes a variety of structures for interaction during learning activities that ensure a focus on and completion of learning tasks.</p> <p>Students use a variety of resources in learning environments and interact in ways that deepen their understanding of the content and develop constructive social and academic interactions.</p>	<p>Maintains physical and/or virtual learning environments that reflect student diversity and provides a broad range of resources, displays, and artifacts that are current and integral to instruction.</p> <p>Integrates a variety of structures for interaction that engage students constructively and productively in learning.</p> <p>Students routinely use a range of resources in learning environments that relate to and enhance instruction and reflect their diversity. Students share in monitoring and assessment of interactions to improve effectiveness and develop a positive culture for learning.</p>	<p>Adapts physical and/or virtual learning environments flexibly to facilitate access to a wide range of resources that engage students in learning. Ensures that environments enhance learning and reflect diversity within and beyond the classroom.</p> <p>Selects from a repertoire of structures for interaction to ensure accelerated learning for the full range of students.</p> <p>Students participate in monitoring and changing the design of learning environments and structures for interactions.</p>

Standard 2 CSTP: Creating and Maintaining Effective Environments for Student Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Adheres to policies and laws regarding safety that are required by the site, district, and state.</p> <p>Responds to behaviors that impact student safety as they arise.</p> <p>Students are aware of required safety procedures and the school and classroom rational for maintaining safety.</p>	<p>Recognizes and addresses safety issues regarding materials, student interactions, and the organization of the learning environments.</p> <p>Explores strategies to establish intellectual and emotional safety in the classroom.</p> <p>Students follow teacher guidance regarding potential safety issues for self or others.</p>	<p>Anticipates and reduces risks to physical, intellectual, and emotional safety using multiple strategies that include examining biases in the learning environment and curriculum.</p> <p>Models and provides instruction on skills that develop resiliency and support intellectual and emotional safety.</p> <p>Students take risks, offer opinions, and share alternative perspectives.</p>	<p>Integrates support for students to take risks and offer respectful opinions about divergent viewpoints.</p> <p>Engages in reflection on their own language and behavior that contributes to intellectual and emotional safety in the classroom.</p> <p>Students develop and practice resiliency skills and strategies to strive for academic achievement, and establish intellectual and emotional safety in the classroom.</p>	<p>Shares responsibility with the students for the establishment and maintenance of a safe physical, intellectual, and emotional environment focused on high quality and rigorous learning.</p> <p>Students demonstrate resiliency in perseverance for academic achievement. Students share responsibility for intellectual and emotional safety for themselves and others in the classroom.</p>

Standard 2 CSTP: Creating and Maintaining Effective Environments for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Focuses the rigor of the learning environment on accuracy of answers and completion of learning tasks.</p> <p>Is aware of the importance of maintaining high expectations for students.</p> <p>Some students ask for teacher support to understand or complete learning tasks.</p>	<p>Focuses on the development of a rigorous learning environment that includes accuracy, understanding, and the importance of meeting targeted learning goals.</p> <p>Works to maintain high expectations for students while becoming aware of achievement patterns for individuals and groups of students.</p> <p>Some individuals and groups of students work with the teacher to support accuracy and comprehension in their learning.</p>	<p>Develops a rigorous learning environment that includes accuracy, analysis, problem solving, and appropriate levels of challenge.</p> <p>Holds high expectations for students. Has an understanding of achievement patterns, and uses scaffolds to address achievement gaps.</p> <p>Students engage in a variety of differentiated supports and challenges in ways that promote their accuracy, analysis, and problem solving in learning.</p>	<p>Integrates rigor throughout the learning environment that values accuracy, analysis, and critical reading, writing and thinking.</p> <p>Integrates strategic scaffolds and technologies throughout instruction that support the full range of learners in meeting high expectations for achievement.</p> <p>Students actively use supports and challenges to complete critical reading, writing, higher order thinking, and problem solving across subject matter.</p>	<p>Facilitates a rigorous learning environment in which students take leadership in learning. Fosters extended studies, research, analysis and purposeful use of learning.</p> <p>Supports students to utilize an extensive repertoire of differentiated strategies to meet high expectations.</p> <p>Students take responsibility to fully utilize teacher and peer support, to achieve consistently high levels of factual and analytical learning.</p>

Standard 2 CSTP: Creating and Maintaining Effective Environments for Student Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>2.5 Developing, communicating, and maintaining high standards for individual and group behavior</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Establishes expectations, rules, and consequences for individual and group behavior.</p> <p>Refers to standards for behavior and applies consequences as needed.</p> <p>Students are aware of classroom rules and consequences.</p>	<p>Develops expectations with some student involvement. Communicates, models and explains expectations for individual and group behavior.</p> <p>Reviews standards for behavior with students in single lessons or sequence of lessons in anticipation of need for reinforcement.</p> <p>Students know expectations for behavior and consequences and respond to guidance in following them.</p>	<p>Uses multiple strategies including culturally responsive instruction to develop and maintain high standards for individual and group behavior.</p> <p>Utilizes routine references to standards for behavior prior and during individual and group work.</p> <p>Students follow behavior expectations, accept consequences and increase positive behaviors.</p>	<p>Integrates equitable expectations, positive supports, and consequences for individual and group behavior within and across learning activities.</p> <p>Guides and supports students to self-assess, monitor, and set goals for individual and group behavior and participation.</p> <p>Students respond to individual and group behaviors and encourage and support each other to make improvements.</p>	<p>Facilitates a positive environment using systems that ensure students take an active role in monitoring and maintaining high standards for individual and group behaviors.</p> <p>Students demonstrate positive behavior, consistent participation and are valued for their unique identities.</p>

Standard 2 CSTP: Creating and Maintaining Effective Environments for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Establishes procedures, routines or norms for single lessons to support student learning.</p> <p>Responds to disruptive behavior.</p> <p>Students are aware of procedures, routines, and classroom norms.</p>	<p>Develops routines, procedures, and norms in single lessons or sequence of lessons with some student involvement.</p> <p>Seeks to promote positive behaviors and responds to disruptive behavior.</p> <p>Students receive correction for behavior that interferes with learning, and positive reinforcement in following routines, procedures, and norms.</p>	<p>Maintains regular use of routines and procedures that are culturally responsive and engage students in the development and monitoring of norms.</p> <p>Provides positive behavior supports. Responds appropriately to behaviors in ways that lessen disruptions to the learning climate.</p> <p>Students participate in routines, procedures, and norms and receive reinforcement for positive behaviors. Students receive timely and effective feedback and consequences for behaviors that interfere with learning.</p>	<p>Engages students in monitoring and reflecting on routines, procedures, and norms in ways that are culturally responsive. Maintains a quality learning climate that builds on student strengths.</p> <p>Promotes positive behaviors and consistently prevents or refocuses behaviors disruptive to the learning climate.</p> <p>Students are involved in assessment and monitoring of routines, procedures, and norms in ways that improve the learning climate.</p>	<p>Facilitates student participating in developing, monitoring, and adjusting routines and procedures focuses on maximizing learning. Classroom climate integrates school standards and culturally relevant norms.</p> <p>Promotes positive behaviors and establishes preventions and a positive classroom climate that eliminate most disruptive behavior.</p> <p>Students share responsibility with teacher for managing and maintaining a positive classroom climate that promotes learning.</p>

Standard 2 CSTP: Creating and Maintaining Effective Environments for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>2.7 Using instructional time to optimize learning</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Paces instruction based on curriculum guidelines.</p> <p>Develops awareness of how transitions and classroom management impact pacing and lessons.</p> <p>Some students complete learning activities in time allotted.</p>	<p>Paces instruction with some consideration of lesson type, adjustments for sufficient student work time and transitions to optimize learning.</p> <p>Students complete learning activities and, as needed, may receive some adjustments of time allotted for tasks or expectations for completion.</p>	<p>Paces instruction with students to provide adequate time for instruction, checking for understanding, completion of learning activities and closure.</p> <p>Students participate in and complete a variety of learning activities in the time allotted with options for extension and review.</p>	<p>Paces instruction to include ongoing assessment of student learning. Supports students in the monitoring of instructional time.</p> <p>Students use their instructional time to engage in and complete learning activities and are prepared for the next sequence of instruction.</p>	<p>Paces, adjusts, and fluidly facilitates instruction and daily activities.</p> <p>Students monitor their own time, are engaged in accomplishing learning goals, and participate in reflection, self-assessment, and goal setting.</p>

Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>3.1 Demonstrating knowledge of subject matter* academic content standards</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Has foundational knowledge of subject matter, related academic language, and academic content standards.</p>	<p>Examines concepts in subject matter and academic language to identify connections between academic content standards and instruction.</p>	<p>Understands and explains the relationship between essential subject matter concepts, academic language, and academic content standards.</p>	<p>Uses broad knowledge of the relationships between subject matter concepts, academic language, and academic content standards, and academic language, in ways that ensure clear connections and relevance to students.</p>	<p>Uses extensive knowledge of subject matter concepts, current issues, academic language, and research to make relevant connections to standards during instruction and extend student learning.</p>

*See glossary for a more complete definition of academic language

Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Has basic knowledge of student stages of development while becoming aware of differences in students' understanding of subject matter.</p> <p>Teaches subject-specific vocabulary following curriculum guidelines.</p>	<p>Expands knowledge of student development and implements learning activities in single lessons or sequence of lessons that address students' proficiencies and support understanding of subject matter including related academic language.</p> <p>Provides explicit teaching of essential content vocabulary and associated academic language in single lessons or sequence of lessons. Explains academic language, formats, and vocabulary to support student access to subject matter when confusions are identified.</p>	<p>Uses knowledge of student development and proficiencies to adapt instruction and meet students' diverse learning needs. Ensures understanding of subject matter including related academic language.</p> <p>Provides explicit teaching of essential vocabulary, idioms, key words with multiple meanings, and academic language in ways that engage students in accessing subject matter text or learning activities.</p>	<p>Integrates knowledge of individual student development to inform instructional decisions to ensure student understanding of subject matter including related academic language.</p> <p>Provides explicit teaching of specific academic language, text structure, grammatical, and stylistic language features to ensure equitable access and subject matter understanding for the range of student language levels and abilities.</p>	<p>Draws upon comprehensive knowledge of students to guide all students to develop proficiencies, understand subject matter including related academic language.</p> <p>Engages students at all levels of vocabulary, academic language, and proficiency in self-directed goal setting, monitoring, and improvement. Guides all students in using analysis strategies that provides equitable access and deep understanding of subject matter.</p>

Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>3.3 Organizing curriculum to facilitate student understanding of the subject matter</p> <div data-bbox="94 623 386 1377" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Follows organization of curriculum as provided by site and district to support student understanding of subject matter.</p>	<p>Examines organization of curriculum and considers adjustments in single lessons or sequence of lessons to support understanding of subject matter.</p>	<p>Uses knowledge of curriculum and student readiness to organize and adjust the curriculum to ensure student understanding.</p>	<p>Integrates knowledge of curriculum and resources to organize and adjust instruction within and across subject matter to extend student understanding.</p>	<p>Draws upon extensive knowledge of curriculum and related resources to flexibly and effectively organize and adjust instruction.</p> <p>Ensures student comprehension and facilitates student articulation about what they do and don't understand.</p>

Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>3.4 Utilizing instructional strategies that are appropriate to the subject matter</p> <div data-bbox="94 625 388 1377" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Uses instructional strategies that are provided in the curriculum.</p>	<p>Gathers and uses additional instructional strategies in single lessons or sequence of lessons to increase student understanding of academic language appropriate to subject matter.</p>	<p>Selects and adapts a variety of instructional strategies to ensure student understanding of academic language appropriate to subject matter and that address students' diverse learning needs.</p>	<p>Integrates instructional strategies appropriate to subject matter to meet students' diverse learning, to ensure student understanding of academic language, and guide students in understanding connections within and across subject matter.</p>	<p>Draws upon an extensive repertoire of instructional strategies to develop enthusiasm, meta-cognitive abilities, and support and challenge the full range of students towards a deep knowledge of subject matter.</p>

Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students</p> <div data-bbox="94 776 386 1377" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Uses available instructional materials, resources, and technologies for specific lessons to make subject matter accessible to students.</p> <p>Identifies technological resources needed.</p>	<p>Explores additional instructional materials, resources, and technologies to make subject matter accessible to students.</p> <p>Explores how to make technological resources available to all students.</p>	<p>Selects, adapts, and utilizes appropriate instructional materials, resources, and technologies for concept and skill development in subject matter. Resources reflect the diversity of the classroom and support differentiated learning of subject matter.</p> <p>Guides students to use available print, electronic, and online subject matter resources based on individual needs.</p>	<p>Integrates a wide range of adapted resources, technologies, and instructional materials to meet identified student needs and make subject matter accessible to students.</p> <p>Assists students with equitable access to materials, resources, and technologies. Seeks outside resources and support.</p>	<p>Engages students in identifying and adapting resources, technologies, and standards-aligned instructional materials to extend student understanding and critical thinking about subject matter.</p> <p>Ensures that students are able to obtain equitable access to a wide range of technologies, through ongoing links to outside resources and support.</p>

Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>3.6 Addressing the needs of <i>English Learners</i> and students with special needs* to provide equitable access to the content</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Evidence:</p> </div>	<p>Is aware of students' primary language and English language proficiencies based on available assessment data.</p> <p>Provides adapted materials to help English Learners access content.</p>	<p>Seeks additional information describing elements of culture and language proficiencies in listening, speaking, reading and writing.</p> <p>Uses multiple measures for assessing English learners' performance to identify gaps in English language development.</p> <p>Attempts to scaffold content using visuals, models, and graphic organizers.</p>	<p>Identifies English language proficiencies and English learner strengths in the study of language and content. Differentiates instruction using one or more components of English language development to support English learners.</p> <p>Creates and implements scaffolds to support standards-based instruction using literacy strategies, SDAIE, and content level English language development in order for students to improve language proficiencies and understand content.</p>	<p>Integrates knowledge of English language development and English learner's strengths and assessed needs to differentiate English language and content instruction.</p> <p>Develops and adapts instruction to provide a wide range of scaffolded supports for language and content for the range of English learners.</p>	<p>Engages English learners in assessment of their progress in English language development and in meeting content standards. Supports students to establish and monitor language and content goals.</p> <p>Is resourceful and flexible in the design, adjustment and elimination of scaffolds based on English learners' proficiencies, knowledge and skills in content.</p>

** Please see the additional Standard elements that are of particular importance in the effective instruction of English Learners:
 Standard Element 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
 Standard Element 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
 Standard Element 6.4 Working with families to support student learning*

Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>3.6 Addressing the needs of English Learners and <u>students with special needs</u>* to provide equitable access to the content</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Evidence:</p> </div>	<p>Has an awareness of the full range of students identified with special needs students through data provided by the school.</p> <p>Attends required meetings with resource personnel and families.</p> <p>Learns about referral processes for students with special needs.</p>	<p>Seeks additional information on the full range of students identified with special needs to address challenges or supports in single lessons or sequence of lessons.</p> <p>Cooperates with resource personnel, para-educators, and families during meetings and activities in support of learning plans and goals.</p> <p>Seeks additional information on struggling learners and advanced learners to determine appropriateness for referral.</p>	<p>Utilizes information on the full range of students identified with special needs to assess strengths and competencies to provide appropriate challenge and accommodations in instruction.</p> <p>Communicates regularly with resource personnel, para-educators, and families to ensure that student services are provided and progress is made in accessing appropriate content.</p> <p>Refers students as needed in a timely and appropriate manner supported with documented data over time, including interventions tried previous to referral.</p>	<p>Integrates accommodations, adaptations, and extensions to instruction for the full range of students with special needs to ensure adequate support and challenge.</p> <p>Communicates and collaborates with colleagues, support staff and families to ensure consistent instruction. Supports families in positive engagement with the school.</p> <p>Initiates and monitors referral processes and follow-up meetings to ensure that students receive support and/or extended learning that is integrated into the core curriculum.</p>	<p>Guides and supports the full range of students with special needs to actively engage in the assessment, and monitor their own strengths, learning needs, and achievements in accessing content.</p> <p>Communicates and collaborates with resource personnel, para-educators, families, leadership, and students in creating a coordinated program to optimize success of the full range of students with special needs.</p> <p>Takes leadership at the site/district and collaborates with resource personnel to ensure the smooth and effective implementation of referral processes.</p>

** The full range of students with special needs includes students with IEPs, 504 Plans and advanced learners.*

Please see the additional Standard elements that are of particular importance in the effective instruction of students with special needs:

Standard Element 2.6: Employing classroom routines, procedures, norms, and supports for positive behavior to ensure climate in which all students can learn.

Standards 2 and 4 contain multiple references to differentiation, adaptations, and adjustments that are all critical supports for students with special needs.

Standard 4 CSTP: Planning Instruction and Designing Learning Experiences for all Students

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Evidence:</p> </div>	<p>Plans daily lessons using available curriculum and information from district and state required assessments.</p> <p>Is aware of the impact of bias on learning.</p>	<p>Plans single lessons or sequence of lessons using additional assessment information on student academic readiness, language, cultural background, and individual development.</p> <p>Becomes aware of potential areas of bias and seeks to learn about culturally responsive pedagogy.</p>	<p>Plans differentiated instruction based on knowledge of students' academic readiness, academic language, diverse cultural backgrounds, and individual cognitive, social, emotional, and physical development.</p> <p>Examines potential sources of bias and stereotyping when planning lessons. Uses culturally responsive pedagogy in planning.</p>	<p>Plans differentiated instruction which is based on broad knowledge of students while matching resources and specific strategies to students' diverse learning needs and cultural backgrounds.</p> <p>Planning addresses bias, stereotyping, and assumptions about cultures and members of cultures.</p>	<p>Plans differentiated instruction that provides systematic opportunities for supporting and extending student learning based on comprehensive information on students.</p> <p>Engages students in the analysis of bias, stereotyping, and assumptions.</p>

Standard 4 CSTP: Planning Instruction and Designing Learning Experiences for all Students

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>4.2 Establishing and articulating goals for student learning</p> <div data-bbox="94 597 386 1377" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Establishes learning goals for single lessons to students based on content standards and available curriculum guidelines.</p>	<p>Establishes and shares learning goals for skill development with students in single lessons and sequence of lessons based on standards and curriculum.</p>	<p>Establishes and communicates clear learning goals to students that are accessible, challenging, and differentiated to address students' diverse learning needs.</p>	<p>Establishes and articulates comprehensive short- and long-term learning goals for students. Plans for students to articulate and monitor learning goals.</p>	<p>Establishes and articulates learning goals that are communicated clearly, referred to frequently, and utilized by students to monitor and advance their learning.</p>

Standard 4 CSTP: Planning Instruction and Designing Learning Experiences for all Students

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>4.3 Developing and sequencing long-term and short-term instructional plans to support student learning</p> <div data-bbox="94 683 386 1377" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Uses available curriculum guidelines for daily, short- and long-term plans.</p>	<p>Begins to plan curriculum units that include a series of connected lessons and are linked to long-term planning to support student learning.</p>	<p>Establishes short- and long-term curriculum plans for subject matter concepts and essential related academic language and formats that support student learning.</p>	<p>Refines sequence of long-term plans to reflect integration of curriculum guidelines, frameworks, and content standards with assessed instructional needs to ensure student learning.</p>	<p>Utilizes extensive knowledge of the curriculum, content standards, and assessed learning needs to design cohesive and comprehensive long- and short-term instructional plans that ensure high levels of learning.</p>

Standard 4 CSTP: Planning Instruction and Designing Learning Experiences for all Students

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</p> <div data-bbox="94 654 386 1377" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Plans instruction that incorporates strategies suggested by curriculum guidelines.</p> <p>Is aware of student content, learning, and language needs through data provided by the site and district.</p>	<p>Selects strategies for single lessons or sequence of lessons that respond to students' diverse learning needs.</p> <p>Seeks to learn about students' diverse learning and language needs beyond basic data.</p>	<p>Incorporates instructional strategies into ongoing planning address culturally responsive pedagogy, and students' diverse language, and learning needs. Considers strategies to provide support and challenge for students.</p> <p>Uses assessments of students' learning and language needs to inform planning differentiated instruction.</p>	<p>Plans differentiated instruction using strategies to address learning styles and meet students' assessed language and learning needs. Incorporates appropriate support and challenge for students.</p> <p>Integrates results from a broad range of assessments into planning to meet students' diverse learning and language needs.</p>	<p>Plans instruction incorporating a repertoire of strategies to specifically meet students' diverse language and learning needs and styles to advance learning for all.</p> <p>Facilitates opportunities for students to reflect on their learning and the impact of instructional strategies to meet their learning and language needs.</p>

Standard 4 CSTP: Planning Instruction and Designing Learning Experiences for all Students

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.</p> <div data-bbox="96 654 386 1378" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Implements lessons and uses materials from curriculum provided.</p>	<p>Begins to adapt plans and materials in single lessons or sequence of lessons to address students' learning needs.</p>	<p>Makes adjustments and adaptations to differentiate instructional plans. Uses culturally responsive pedagogy and additional materials to support students' diverse learning needs.</p>	<p>Makes ongoing adjustments to instructional plans and uses a variety of materials as the instructional need arises to support student learning.</p>	<p>Anticipates and plans for a wide range of adaptations to lessons based on in depth analysis of individual student needs.</p> <p>Engages with students to identify types of adjustments in instruction that best meet their learning needs.</p>

Standard 5 CSTP: Assessing Students for Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Is aware of the purposes and characteristics of formative and summative assessments.</p>	<p>Explores the use of different types of pre-assessment, formative and summative assessments.</p> <p>Begins to identify specific characteristics of assessments that yield different types of information about student preparedness, progress, and proficiency.</p>	<p>Decides on the purpose for assessment and skills to be assessed to select appropriately matched pre-, formative, and summative assessments.</p> <p>Selects assessments based on a clear understanding of the purposes and characteristics of assessments to support student learning.</p>	<p>Develops and adapts the range of appropriate assessments to address questions about students' learning needs and progress.</p> <p>Integrates a variety of characteristics into assessments to allow students with a range of learning needs to demonstrate what they know.</p>	<p>Demonstrates purposeful use of a wide range of assessments to support differentiated student learning needs and reflect progress.</p> <p>Draws flexibly from a repertoire of appropriate assessment options and characteristics to maximize student demonstration of knowledge.</p>

Standard 5 CSTP: Assessing Students for Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction</p> <div data-bbox="94 657 384 1382" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Uses data from required assessments to assess student learning.</p> <p>Follows required processes for data analysis and draws conclusions about student learning.</p>	<p>Explores collecting additional data using supplemental assessments.</p> <p>Makes adjustments in planning for single lessons or sequence of lessons based on analysis of assessment data.</p>	<p>Collects a variety of formal and informal assessment data on student learning.</p> <p>Uses analysis of a variety of data to inform planning and differentiation of instruction.</p>	<p>Designs and integrates an assessment plan that provides formal and informal assessment data on student learning.</p> <p>Uses data analysis of a broad range of assessments to provide comprehensive information to guide planning and differentiation of instruction.</p>	<p>Infuses assessments strategically and systematically throughout instruction to collect ongoing assessment data appropriate for the range of learning needs.</p> <p>Uses results of ongoing data analysis to plan and differentiate instruction for maximum academic success.</p>

Standard 5 CSTP: Assessing Students for Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>5.3 Reviewing data, both individually and with colleagues, to monitor student learning</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Reviews and monitors available assessment data as required by site and district processes.</p>	<p>Reviews and monitors additional assessment data individually and with colleagues and identifies learning needs of individual students.</p>	<p>Reviews and monitors a variety of data on student learning individually and with colleagues to identify trends and patterns among groups of students.</p>	<p>Reviews and monitors a broad range of data individually and with colleagues to analyze student thinking and identify underlying causes for trends.</p>	<p>Facilitates collaborative work and fosters colleagues ability to identify and address underlying causes for achievement patterns and trends.</p>

Standard 5 CSTP: Assessing Students for Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</p> <div data-bbox="94 651 386 1382" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Uses data from assessments provided by site and district to set learning goals for the class.</p> <p>Plans instruction using available curriculum guidelines.</p>	<p>Uses data from available assessments to establish content based learning goals for class and individual students in single lessons or sequence of lessons.</p> <p>Plans adjustments in instruction to address learning needs of individual students.</p>	<p>Uses a variety of assessment data to set student learning goals for content and academic language.</p> <p>Plans differentiated lessons and modifications to instruction to meet students' diverse learning needs.</p>	<p>Integrates a broad range of data to set learning goals for content and academic language across content standards.</p> <p>Plans differentiated instruction targeted to meet individual and group learning needs. Modifies lessons during instruction based on informal assessments.</p>	<p>Reflects on data continuously to make ongoing refinements to learning goals for content and academic language for the full range of students.</p> <p>Uses data systematically to refine planning, differentiate instruction, and make ongoing adjustments to match the evolving learning needs of individuals and groups.</p>

Standard 5 CSTP: Assessing Students for Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>5.5 Involving all students in self-assessment, goal setting*, and monitoring progress</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Informs students about lesson objectives, outcomes, and summative assessment results. Recognizes the need for individual learning goals.</p> <p>Monitors progress using available tools for recording.</p>	<p>Begins to encourage students to establish learning goals through single lessons or sequence of lessons that include goal setting exercises.</p> <p>Provides students with opportunities in single lessons or sequence of lessons to monitor their own progress toward class or individual goals.</p>	<p>Models and scaffolds student self-assessment and goal setting processes for learning content and academic language development.</p> <p>Guides students to monitor and reflect on progress on a regular basis.</p>	<p>Implements structures for students to self-assess and set learning goals related to content, academic language and individual skills.</p> <p>Integrates student self-assessment, goal setting, and monitoring progress across the curriculum.</p>	<p>Provides systematic opportunities for student self-assessment, goal setting, and monitoring progress.</p> <p>Develops students' meta-cognitive skills for analyzing progress and refining goals towards high levels of academic achievement.</p>

* Consider the inclusion of English Language Development or Academic English goals along with content goals.

Standard 5 CSTP: Assessing Students for Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>5.6 Using available technologies to assist in assessment, analysis, and communication of student learning</p> <div data-bbox="94 651 386 1382" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Uses available technology to record assessments, determine proficiency levels, and make required communications about student learning.</p>	<p>Explores use of additional technologies to implement individual assessments, record results, and communicate with administration, colleagues, and families about student learning.</p>	<p>Uses technology to design and implement assessments, record and analyze results, and communicate about student learning with administration, colleagues, families, and students. Ensures that communications are received by those who lack access to technology.</p>	<p>Integrates a variety of technologies into the development, implementation, analysis of assessments, and communication of student learning to all audiences.</p>	<p>Uses a wide range of technologies to design, implement, and analyze assessments and provides for in depth and ongoing communication regarding student learning for all audiences.</p>

Standard 5 CSTP: Assessing Students for Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>5.7 Using assessment information to share timely and comprehensible feedback with students and their families</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Provides students with feedback through assessed work and required summative assessments.</p> <p>Notifies families of student proficiencies, challenges, and behavior issues through school mandated procedures.</p>	<p>Provides students with additional feedback based on formative assessments from single lessons or sequence of lessons. Seeks to provide feedback in ways that students understand.</p> <p>Communicates with families about student progress, strengths, and needs at reporting periods. Contacts families as needs arise regarding struggling students or behavior issues.</p>	<p>Provides students with clear and timely information about strengths, needs, and strategies for improving academic achievement.</p> <p>Provides opportunities for comprehensible and timely two-way communications with families to share student assessments, progress, raise issues and/or concerns, and guide family support.</p>	<p>Integrates the ongoing sharing of clear and timely feedback to students from formal and informal assessments in ways that support increased learning.</p> <p>Communicates regularly with families to share a range of assessment information that is comprehensible and responsive to individual student and family needs.</p>	<p>Facilitates students' leadership in seeking and using ongoing comprehensible feedback to accelerate their learning.</p> <p>Engages families in a variety of ongoing comprehensible communications about individual student progress and ways to provide and monitor support.</p>

Standard 6 CSTP: Developing as a Professional Educator

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>6.1 Reflecting on teaching practice in support of student learning</p> <div data-bbox="94 586 384 1377" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Is aware of the need to reflect on teaching practice to support student learning. Reflects individually or with colleagues on immediate student learning needs.</p>	<p>Begins to engage in reflection on teaching practice individually and with colleagues that is focused on methods to support the full range of learners.</p>	<p>Engages in reflection individually and with colleagues on the relationship between making adjustments in teaching practice and impact on the full range of learners.</p>	<p>Reflects individually and with colleagues on refinements in teaching practice and connections among the elements of the CSTP to positively impact the full range of learners.</p>	<p>Maintains ongoing reflective practice and action research in supporting student learning and raising the level of academic achievement.</p> <p>Engages in and fosters reflection among colleagues for school wide impact on student learning.</p>

Standard 6 CSTP: Developing as a Professional Educator

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development</p> <div data-bbox="96 716 386 1377" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Develops goals connected to the <i>CSTP</i> through required processes and local protocols.</p> <p>Attends required professional development.</p>	<p>Sets goals connected to the <i>CSTP</i> that take into account self-assessment of teaching practice.</p> <p>Expands knowledge and skills individually and with colleagues through available professional development.</p>	<p>Sets goals connected to the <i>CSTP</i> that are authentic, challenging, and based on self-assessment.</p> <p>Aligns personal goals with school and district goals, and focuses on improving student learning.</p> <p>Selects and engages in professional development based on needs identified in professional goals.</p>	<p>Sets and modifies authentic goals connected to the <i>CSTP</i> that are intellectually challenging and based on self-assessment and feedback from a variety of sources.</p> <p>Engages in and contributes to professional development targeted on student achievement. Pursues a variety of additional opportunities to learn professionally.</p>	<p>Sets and modifies a broad range of professional goals connected to the <i>CSTP</i> to improve instructional practice and impact student learning within and beyond the classroom.</p> <p>Engages in ongoing inquiry into teacher practice for professional development.</p> <p>Contributes to professional organizations, and development opportunities to extend own teaching practice.</p>

Standard 6 CSTP: Developing as a Professional Educator

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning</p> <div data-bbox="94 716 384 1377" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Attends staff, grade level, department, and other required meetings and collaborations.</p> <p>Identifies student and teacher resources at the school and district level.</p>	<p>Consults with colleagues to consider how best to support teacher and student learning.</p> <p>Begins to identify how to access student and teacher resources in the broader professional community.</p>	<p>Collaborates with colleagues to improve student learning and reflect on teaching practice at the classroom level.</p> <p>Interacts with members of the broader professional community to access resources that support teacher effectiveness and student learning.</p>	<p>Collaborates with colleagues to expand impact on teacher and student learning within grade or department and school and district levels.</p> <p>Engages with members of the broader professional community to access resources and a wide range of supports for teaching the full range of learners.</p>	<p>Facilitates collaboration with colleagues.</p> <p>Works to ensure the broadest positive impact possible on instructional practice and student achievement at school and district levels and for the profession.</p> <p>Initiates and develops professional learning opportunities with the broader professional community focused on student achievement.</p>

Standard 6 CSTP: Developing as a Professional Educator

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>6.4 Working with families to support student learning</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Is aware of the role of the family in student learning and the need for interactions with families.</p>	<p>Acknowledges the importance of the family's role in student learning. Seeks information about cultural norms of families represented in the school. Welcomes family involvement at classroom/ school events.</p>	<p>Supports families to contribute to the classroom and school. Adjusts communications to families based on awareness of cultural norms and wide range of experiences with schools.</p>	<p>Provides opportunities and support for families to actively participate in the classroom and school. Communicates to families in ways which show understanding of and respect for cultural norms.</p>	<p>Structures a wide range of opportunities for families to contribute to the classroom and school community. Supports a school/ district environment in which families take leadership to improve student learning.</p>

Standard 6 CSTP: Developing as a Professional Educator

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>6.5 Engaging local communities in support of the instructional program</p> <div data-bbox="96 623 384 1377" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Develops awareness about local neighborhoods and communities surrounding the school.</p> <p>Uses available neighborhood and community resources in single lessons.</p>	<p>Seeks available neighborhood and community resources.</p> <p>Includes references or connections to communities in single lessons or sequence of lessons.</p>	<p>Uses a variety of neighborhood and community resources to support the curriculum.</p> <p>Includes knowledge of communities when designing and implementing instruction.</p>	<p>Utilizes a broad range of neighborhood and community resources to support the instructional program, students, families.</p> <p>Draws from understanding of community to improve and enrich the instructional program.</p>	<p>Collaborates with community members to increase instructional and learning opportunities for students.</p> <p>Engages students in leadership and service in the community. Incorporates community members into the school learning community.</p>

Standard 6 CSTP: Developing as a Professional Educator

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>6.6 Managing professional responsibilities to maintain motivation and commitment to all students</p> <div data-bbox="96 651 386 1377" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Develops an understanding of professional responsibilities.</p> <p>Seeks to meet required commitments to students.</p>	<p>Maintains professional responsibilities in timely ways and seeks support as needed.</p> <p>Demonstrates commitment by exploring ways to address individual student needs.</p>	<p>Anticipates professional responsibilities and manages time and effort required to meet expectations.</p> <p>Pursues ways to support students' diverse learning needs and maintains belief in students' capacity for achievement.</p>	<p>Integrates the full range of professional responsibilities into advanced planning and prepares for situations that may be challenging.</p> <p>Maintains continual efforts to seek, develop, and refine new and creative methods to ensure individual student learning.</p>	<p>Models professionalism and supports colleagues in meeting and exceeding professional responsibilities effectively.</p> <p>Supports colleagues to maintain the motivation, resiliency, and energy to ensure that all students achieve.</p>

Standard 6 CSTP: Developing as a Professional Educator

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging-Exploring-Applying	Integrating-Innovating
<p>6.7 Demonstrating professional responsibility, integrity, and ethical conduct</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Evidence:</p> </div>	<p><i>Follows all state education codes, legal requirements, district and site policies, contractual agreements, and ethical responsibilities.*</i></p> <p><i>* As follows:</i></p> <ul style="list-style-type: none"> <i>• Takes responsibility for student academic learning outcomes.</i> <i>• Is aware of own personal values and biases and recognizes ways in which these values and biases affect the teaching and learning of students.</i> <i>• Adheres to legal and ethical obligations in teaching the full range of learners, including English learners and students with special needs.</i> <i>• Reports suspected cases of child abuse, and/or neglect as outlined in the California Child Abuse and Neglect Reporting Act.</i> <i>• Maintains a non-hostile classroom environment and carries out laws and district guidelines for reporting cases of sexual harassment.</i> <i>• Understands and implements school and district policies and state and federal law in responding to inappropriate or violent student behavior.</i> <i>• Complies with legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals.</i> <i>• Models appropriate behavior for students, colleagues, and the profession.</i> <i>• Acts in accordance with ethical considerations for students.</i> <i>• Maintains professional conduct and integrity in the classroom and school community.</i> 	<p>Maintains a high standard of personal integrity and commitment to student learning and the profession in all circumstances.</p> <p>Contributes to building professional community and holding peers accountable to norms of respectful treatment and communication.</p> <p>Contributes to fostering a school culture with a high degree of resilience, professional integrity, and ethical conduct.</p>

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Susan Rich	Stanislaus COE	CCESSA
Sue Westbrook	California Federation of Teachers	CFT
Ruth Yopp-Edwards	California State University Fullerton	CSU
Wendy Baron	Santa Cruz COE/New Teacher Center	
Michelle Cepello	California State University, Chico	
Lewis Chappellear	Los Angeles USD	
Nancy Farnan	San Diego State University	
Helen Garcia Rockett	California State Polytechnic University, Pomona	
Ira Lit	Stanford University	
Paula Lovo	Ventura COE	
Robert McClurg	Rescue USD	
Betty McEady	Chapman University College	
Cara Mendoza	Fairfield-Suisun USD	
Marisol Rexach	Santa Ana USD	
Luis Rodriguez	Los Angeles USD	
Jodie Schwartzfarb	New Haven USD	
Steve Turley	California State University, Long Beach	
Andrea Whittaker	San Jose State University	
Ting Sun	Commission Liaison	

Appendix C: Observation Form

Reflection and evidence.

Growth Targets and Strategies.

**PALISADES CHARTER HIGH SCHOOL
Evaluation of Instructional Personnel
Reflection Sheet**

Midterm _____ or Year-End _____

Directions:

Mid-year - Teacher identifies current level on the rubric for each of the standards of focus established in the initial planning meeting. Check level of growth in the table below. Use initial planning sheet, current levels, and observation evidence to reflect on progress. Identify new focus standards and/or growth targets, if necessary.

Year-end - Teacher identifies current level on the rubric for each of the standards of focus established in the initial planning meeting. Check level of growth in the table below. Use initial planning sheet, current levels, and observation evidence to reflect on progress. Establish an ongoing professional growth plan for the following year(s) until subsequent evaluation.

Standard 1: Engaging and Supporting All Students in Learning

Std.	Element	Emerging	Exploring	Applying	Integrating	Innovating

Reflection and evidence.

New Standards of Focus and/or new Growth Targets (if necessary)

**PALISADES CHARTER HIGH SCHOOL
Evaluation of Instructional Personnel
Final Evaluation Record Sheet**

Name: _____ Date _____

Department:	Subject:	Grade:

Observation Dates:				

Conference Dates:				

**PALISADES CHARTER HIGH SCHOOL
Final Evaluation Report**

Rating: () Displayed growth in Standards of Focus

() Did not display growth in Standards of Focus

COMMENDATIONS:

RECOMMENDATIONS:

ELEMENTS OF ON-GOING PROFESSIONAL GROWTH PLAN:

To be evaluated next year ___ yes ___ No Next evaluation year :

Evaluator Signature: _____

Title: _____

Date _____

Teacher Signature: _____

Reviewing Administrator Signature _____

I have received a copy of this report, but my signature does not necessarily indicate my agreement. I understand that I may have a written response to this form within ten(10) working days from the date on which the report was received. This written response will become a permanent part of the report and my personnel service folder.

Teacher Signature _____

Date _____

Exhibit 4

ARTICLE XI DISCIPLINE & PERSONNEL FILES

1.0 Notices of Unsatisfactory Service or Act, and Suspension

- a. Employees may be disciplined for cause. Such discipline may include Notices of Unsatisfactory Service or Act and/or suspension from duties without pay for up to fifteen working days, as authorized by Senate Bill 813. When any suspension without pay is imposed, the salary effects of that suspension shall not be implemented until the suspension has become final as provided in this section. Also, for a suspension of more than three days, the fourth and succeeding days of suspension shall not be implemented until the suspension has become final as provided in this section. If the discipline is based upon incompetence, the observation, records and assistance provisions of Section 5.0 apply.
- b. The concept of "progressive discipline," and the prohibition of disparate treatment by an administrator, are to be generally applicable, but with the understanding that circumstances may make progressive discipline unnecessary, and that reasonable diversity and local practices are to be expected.
- c. A Notice of Unsatisfactory Service or Act and/or suspension shall not be issued if it is based in whole or part on an event which occurred more than a reasonable period of time prior to the date that the Notice of Unsatisfactory Service or Act and/or suspension was issued.
- d. When imposing discipline or when giving reprimands, warnings or criticism, confidentiality and privacy appropriate to the professional relationship shall be maintained.
- e. When an administrator has a conference with an employee where it is evident at the time the meeting is convened that the employee is the focus of a possible disciplinary action, the employee shall be notified of the purpose of the meeting, before the meeting takes place, and that it is the employee's right to be accompanied and represented by a UTLA representative or by any other person so long as that person is not a representative of another employee organization. Non-availability of the representative for more than a reasonable time shall not delay the conference. However, this right shall not extend to routine conferences or to any conferences conducted under the evaluation procedures of this Article except for a final conference involving an overall "**Below Standard**" rating.
- f. Prior to the imposition of a Notice of Unsatisfactory Service or Act and/or a suspension or termination, the administrator shall notify the employee (1) that such action is about to be taken; (2) that a meeting will be held to discuss the matter; and (3) that the employee may be accompanied by a UTLA representative or a person of the employee's choice, as long as that person is not a representative of another employee organization. Non-availability of the employee or representative for more than a reasonable time shall not delay the disciplinary action. At the close of or subsequent to the above meeting, the administrator shall announce to the employee (and representative, if any) the discipline to be imposed and immediately confirm it in writing on the appropriate PCHS form. The

above meeting may, in emergency situations requiring immediate suspension, be held as soon as possible after the suspension has begun.

- g. The recipient of such notice of disciplinary action shall be permitted to file a written statement in response to the Notice, which shall be attached to all copies of the Notice retained by the PCHS.
- h. Notices of Unsatisfactory Service or Act are grievable under Article ___. However, if the discipline imposed includes a suspension without pay, and if the employee wishes to obtain review of the decision, a notice of appeal to the Executive Director office of the ~~Cluster Administrator/Division Head~~ shall be delivered within ~~five~~ three days (as defined in Article V, Section 6.0) of receipt of the form. Within ~~five~~ three days after receipt of the employee's notice of appeal, the Executive Director ~~Region or Division Superintendent~~ (or designee) shall hold an appeal meeting to discuss the matter, and shall by the end of the day following, announce a decision. The announcement shall be in person or by telephone, with an immediate confirming letter sent to the employee and representative, if any. Within ~~five~~ two days after the above administrative appeal decision is announced, UTLA must, if it determines that the matter is to be appealed to arbitration, notify the PCHS in writing of its intention. UTLA and the PCHS shall select an arbitrator, and the dispute will then be calendared for expedited arbitration pursuant to Article ___, Section _____. If at any of the above steps the employee or UTLA does not appeal as provided above, the discipline shall be considered final.
- i. After the PCHS has taken formal disciplinary action against an employee, and upon request of UTLA ~~the Union representing the employee~~, the PCHS shall furnish UTLA ~~the Union~~ with a copy of any written statements taken of students relating to the matter. The PCHS shall not be permitted to have a student witness testify at an arbitration hearing unless UTLA ~~the Union~~ has been provided a reasonable opportunity to interview the witness at a time reasonably prior to the date of the hearing. The PCHS shall give UTLA written notice of its intention to call the witness, and assist in making arrangements for the interview so that the interview can take place in coordination with (not necessarily jointly with) the PCHS interview. If the interview is not done jointly, UTLA's ~~the Union's~~ interview shall be in the presence of a non-involved person acceptable to both UTLA ~~the Union~~ and PCHS, who would be authorized to control or terminate the interview in the event of improper conduct of the interviewer. The third person would not be expected to testify except as to issues relating to the improper conduct of the interviewer.
- i. Any of the disciplinary measures referred to in subsection "a" above may be imposed independently of the evaluation procedures of Article _____ ~~Sections 3.0 through 8.2 of this Article~~, and independently of statutory suspension/ dismissal proceedings. Such discipline shall not be regarded as a pre-condition for a statutory suspension/ dismissal proceeding. If a statutory suspension or dismissal proceeding is filed based in whole or part upon the service or conduct which gave rise to the disciplinary proceeding under this Section, then any grievance arising under this Section not yet taken to arbitration, shall be deferred pending resolution of the statutory proceedings.

2.0 Inadequate Service by Substitutes: The site administrator may, for cause, issue to a day-to-day substitute employee a notice of inadequate service. Such a notice shall, absent compelling circumstances, be issued within ten working days after the date(s) of service, with a copy to the employee (either in person or by certified mail to the

employee's address of record). Prior to issuance of such a notice, the site administrator shall make a reasonable effort to contact and confer with the substitute regarding the allegations. Upon employee request, a meeting will be held to discuss the matter. The employee may be accompanied by a UTLA representative or a person of the employee's choice, as long as that person is not a representative of another employee organization. The timeliness of the employee's request for a meeting, or the non-availability of the employee or representative shall not delay issuance of the Inadequate Service Report beyond the ten working days period set forth above. In addition to the grievance procedure, the employee may attach a written response to the report within ten working days from date received. The written response becomes a permanent part of the record.

3.0 Pre-disciplinary Matters:

- a. Pre-disciplinary actions such as warnings, conference memos and reprimands are not subject to the grievance procedures except when such documents are placed in the employee's official downtown file, or used as part of a formal disciplinary action (U-Notice or suspension), or overall **Below-Standard Evaluation**. In the event of a later formal disciplinary action, the document if challenged should not be deemed valid or established unless and until so proven under the normal "for cause" standard.
- b. Employees shall be permitted to "live down" or "work off" a pre-disciplinary document by the passage of a period of four years without a recurrence of the same or similar conduct (unless a shorter period is agreed to by the parties). After achieving that passage of time, if the document is retained by the administrator (as may be required by law), it should be kept in a separate "expired" file and not become a basis, in whole or part, for a subsequent formal disciplinary action.

4.0 Access and Response to Critical Material in Personnel Files: When the PCHS receives a letter or other written material which contains allegations critical of an employee's performance or character, or which charges commission of an unlawful or immoral act, the following conditions shall apply:

- a. If the document came from a member of the public, the matter shall first be investigated. Except in compelling circumstances, the employee shall be furnished a copy within 30 days of the PCHS's receipt of the document. The document shall not be either placed in the personnel file or retained by the PCHS unless it is reasonably determined that the allegations have some substance or plausibility. In any event, if the document is either retained and/or placed in the employee's personnel file, the employee shall be given a reasonable opportunity to attach a reply.
- b. If the document came from within PCHS personnel, the investigation required by paragraph a. may not be necessary or appropriate, but the remainder of the protections required by paragraph a, including the notice to the employee, shall be applicable.
- c. Exempt from disclosure to the employee are documents which (1) are references obtained from outside the PCHS or prior to employment, (2) were prepared by identifiable examination committee members as part of the examination procedure, or (3) were obtained in connection with a promotional examination

5.0 Suspension or Reassignment Due to Mental Incompetence: The PCHS shall, in cases of employee incompetence caused by mental illness, follow the appropriate

statutory procedures. Disputes concerning such matters are not subject to the grievance procedures of Article ____.

6.0 Arrest Procedures: Whenever an employee is to be arrested at the school site, the site administrator shall request the police to conduct the arrest at a time and place least visible to the students and staff.

7.0 Procedures Relating to Alleged Child Abuse: When a charge of child abuse is made against an employee and results in the filing of an official Suspected Child Abuse Report, the following procedures are applicable:

- a. As soon as the employee is notified of the charge, the alleged victim of the abuse shall be removed from the accused employee's class and reassigned to the same type of class, if available, pending completion of the resulting investigation(s).
- b. Exceptions to the above may be made at the official request of the city, County, or state law enforcement agency responsible for the matter or with the approval of the principal, the employee, and the parent/guardian

Exhibit 5

Dispute Resolution on Class Assignments

Dispute Resolution: In the case of a dispute as to the class assignment of a permanent teacher to classes (but not as the result of the assignment of non-permanent teachers, whose assignments are not subject to any dispute resolution or grievance procedure), the dispute shall be resolved solely pursuant to the following dispute resolution procedures:

- a) Within three (3) work days after the aggrieved employee becomes aware (or should have become aware) of the occurrence of the class assignment(s), the aggrieved employee must request a meeting with the Executive Director/Principal, the applicable department chair, and a UTLA representative to discuss the matter and attempt in good faith to resolve it. The meeting shall be conducted within three (3) work days of the request.
- b) In the event the meeting does not result in an agreement to modify the class assignments of the aggrieved employee, the employee, within two (2) work days, may submit the matter to a dispute resolution panel for a final and binding decision.
 1. The dispute resolution panel shall be comprised of an administrative designee, a department chair (of an unaffected department) of the aggrieved employee's choice, and a third member chosen by the other two panel members from among other unaffected department chairs and administrative designees.
 2. In the event the two panel members cannot agree on a third panel member, the third panel member shall be selected by lot from a group of three (3) unaffected department chairs submitted by the employee and three (3) administrative designees submitted by the Executive Director/Principal.
 3. The dispute resolution panel shall be selected within two (2) work days of the aggrieved employee's submission of the matter to a dispute resolution panel, and the panel shall render a decision within three (3) work days of being formed.
 4. The dispute resolution panel review shall be limited to whether the class assignment decision was arbitrary or capricious, and its deliberations and vote/consensus decision shall be confidential.

Exhibit 6

Temescal/School Seniority

For all purposes, including assignments and Reduction in Force, the Temescal Academy/SLC (hereinafter, "Temescal") shall be considered a separate and self-contained department. Employees assigned to other departments at PCHS shall not be entitled to an assignment at Temescal, and vice versa, but are eligible to apply for vacancies. A teacher transferring to or from Temescal does not get seniority credit for the time spent prior to the transfer until completing his or her second year following the transfer.

Exhibit 7

Tentative Agreement: Leaves of Absence

(UTLA-PCHS Draft, 5/2/12)

1. No Leave of Absence or combination thereof will be granted that will cause or allow an employee to maintain seniority while being on leave for more than 39 consecutive months.

2. Article XII, Section 17.0b, is amended to allow a second year of mandatory leave of absence "to accept an opportunity of superior character," provided that the number of bargaining unit members on this specific leave of absence may not exceed five (5%) percent.

Exhibit 8

Substitute Teacher Benefits

Eligibility for Plans: Eligibility requirements for employees and dependents shall be as provided in the applicable plan for every unit member who is assigned three periods or more of a full-time assignment. As a condition to receiving health benefits, a substitute must have worked 100 fulltime equivalent days in the past year and remain in paid status. Substitutes qualifying for health benefits shall be eligible to enroll in the California Care 57AHBJ Active (Value 30/40/500/day; Chiro \$10/30 (OSDP); Anthem 200/10-35 (OSDP)) plan or reasonable equivalent. Notwithstanding the above, any substitute who has received benefits for each of the past five (5) years is eligible for any health plan that is available to full time employees.

Exhibit 9

ARTICLE XXII
ACADEMIC FREEDOM

- 1.0 Lesson Content: In the investigation, presentation and interpretation of facts and ideas within the prescribed course of study, teachers shall be free to examine, present and responsibly discuss various points of view in an atmosphere of open inquiry, provided that the instruction, material, or discussion:
- a. is appropriate to the age and maturity level of the students;
 - b. is related to and consistent with the prescribed curriculum, course of study, and textbook/materials for the class in question; and
 - c. is a fair and balanced academic presentation of various points of view consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias or partisanship.
- 1.1 Guest Speakers: Teachers may invite guest speakers to address their classes. They shall request approval by the site administrator as soon as possible or, in unusual circumstances, no later than 48 hours prior to the proposed appearance. The administrator shall as soon as possible, and no later than 24 hours prior to the proposed appearance, approve or disapprove the guest speaker, after considering the following factors:
- a. competency of the proposed speaker to address the proposed subject, including the speaker's experience, training and expertise;
 - b. the educational value of the proposed program or address; and
 - c. whether the proposed presentation, in the context of the teacher's overall instructional program, is consistent with the standards of Academic Freedom and Responsibility contained in Section 1.0 above. If the proposed guest speaker meets all of the criteria of 1.0 and 1.1 except 1.0 c., the proposed presentation may nonetheless be approved if the overall presentation in question adequately presents the opposing points of view (e.g., by providing a balancing advocate speaker, film, etc.).
- 1.2 Appeal Procedure: If lesson content (including instructional materials, publications, videotapes, films, graphics, etc.) or a proposed guest speaker is the subject of a challenge or complaint to the site administrator by a student, parent, administrator or other person, the teacher shall be given appropriate notice and a reasonable opportunity to respond. Such a response shall be given (either verbally or in writing) in a private conference between the employee and the site administrator. If the lesson content or speaker is

disapproved or restricted by the site administrator or other PCHS administrator, the reason(s) therefore shall, upon verbal request, promptly be provided to the teacher in writing.

The teacher shall have the right to appeal any such determination(s) including the right to a hearing before the ~~Local District Superintendent or Designee~~ PCHS Board.

1.3 This appeal procedure is intended to provide an avenue for review of administrative restrictions which have not resulted in disciplinary action or unsatisfactory evaluation or in critical material placed in the personnel file. Nothing herein shall preclude recourse to the grievance procedure for matters which are otherwise grievable under Article X, Evaluation and Discipline.

2.0 Ownership of Materials and Publications: Unless otherwise provided by a separate contract, the respective rights of an employee and PCHS as to ownership of materials and publications developed by the employee are to depend upon the origins of the material in question, as follows:

a. If the materials were developed by the employee as a project commissioned by PCHS, or in fulfillment of a specific job assignment, the materials are the exclusive property of PCHS. (e.g., a course outline developed by a teacher on special assignment for that purpose).

b. If the materials were developed by the employee in the course of performing regular duties, but were not specifically required or specifically assigned as a part of the job, the materials are to be owned by the employee, but PCHS shall be deemed a licensee (without fee) for purposes of internal PCHS use only (e.g., classroom teacher, in furtherance of regular planning obligations, develops lesson plans which turn out to have value to other teachers and to PCHS).

c. If the materials were developed by the employee independent of regular duties, and on the employee's own time and without use of PCHS resources, the materials are the exclusive property of the employee (e.g., working at home, English teacher with personal interest in computers develops a software package for tracking and computing grades; or teacher writes textbook on own time, drawing upon prior PCHS experience).

d. Before an employee or PCHS utilizes any student produced material beyond the purpose for which it was initially submitted by the student, a written consent or waiver in favor of PCHS and employee must be obtained from the student and parent/guardian. Subsequent use and ownership shall depend upon the nature of the resulting

material/publication produced by the employee pursuant to a, b and c above.

3.0 Determination of Grades: The grade to be given to any individual student shall be determined in the good faith professional judgment of the teacher and shall not be changed by PCHS except in situations of clerical or mechanical mistake, fraud, bad faith, incompetency, or failure to comply with the then-current PCHS grading policies, procedures and criteria adopted in accordance with Education Code Sections 49066 and 49067.* A grade shall not be changed for any of the above reasons unless the responsible teacher has, to the extent practical, (a) been given prior notice and an opportunity to explain, verbally and/or in writing, the reasons for which the grade was given; and (b) been included in discussions relating to the change of grade. Claimed violations of this section are subject to the grievance procedures of Article V.

4.0 Marking Practices and Procedures: In order to define expectations and provide a shared language for discussing student learning, marks and grading practices will be aligned to student performance on the California content standards and will conform to the following expectations:

a. Marking Practices *for Report Cards and Progress Reports.*

- 1) Marking practices are to reflect individual student performance and progress toward mastery of the standards. A student's mark may not reflect a comparison of that student's performance with the performance of other students.
- 2) Standards-based instruction and the concept of mastery of standards leads to a marking system that reflects the notion that all students can learn. This is a shift from a competitive system in which there are few available high grades in each course to a system in which all students are expected to master the content standards.
- 3) Marks reflect a student's individual achievement toward mastering the standards. At the beginning of the school year, each classroom teacher is to provide students and parents with the course description or syllabus, a list of the standards addressed in the course, and the Criteria for Marks.*
- 4) Academic marks reflect multiple measures of performance and a variety of assignments that demonstrate progress toward and mastery of California content standards.
- 5) Class work, homework, and other assignments that are taken into consideration for the progress report mark are to be graded,

recorded, and returned to students within a reasonable time. The criteria for determining "reasonable time" might include students receiving an evaluation of their work allowing enough time to prepare for assessments and prior to issuing an academic mark, along with the complexity of the assignment and the individual teacher's workload.

6) Meaningful homework is an extension of the class work and is aligned to the standards for the course. Homework emphasizes quality rather than quantity and should be reflected in the progress report mark.

7) Marking practices that place a major emphasis only upon specific assessments may minimize the value of daily classroom instruction and experiences, at least insofar as that instruction is reflected in an academic mark.

8) A disproportionate number of Fails or D's for any reporting period or for a single assignment immediately signals the need for revising the instructional program to include in-class and out-of-class interventions. Interventions may include reteaching of specific concepts and skills, individualization of instruction, and selection of varying strategies and techniques to address the learning modalities of students.

b. Recording of Grades

1) For every course, a minimum of one performance mark reflecting progress toward mastery of standards for every five class-hours of instruction is to be recorded in the Infinite Campus system.

2) All grades shall be entered into the Infinite Campus system within a reasonable time period after the work is graded, as determined by the nature and complexity of the assignment as well as the schedule and workload of the teacher. For the 2012-13 school year the parties recognize the learning curve associated with the implementation of the Infinite Campus system, and that a delay in recording of grades in the system may occur when assistance is needed and sought by individual unit members.

*The principal references for grading procedures and criteria are is:

a. Elementary School Progress Report Marking Practices and Procedures, Instructional Services BUL-2332.4 (July 31, 2008)

b. Marking Practices and Procedures in Secondary Schools, Instructional Services BUL-1353.1 (December 23, 2005), Attachment A, which is attached to this Agreement as Appendix

c. Roll Book for Junior and Senior High Schools, Form 34-H-I